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ABSTRACT

This program, developed at the Ogden-Weber Education Center (Ogden, Utah) provides a curriculum for all levels of mental handicap, in which exit objectives of one phase meet entrance objectives for the next phase, and all objectives meet the requirements of the setting in which mentally handicapped students will live after completion of public school education. The program also aims to provide an easy method of writing individual education plan goals and objectives. It does not intend to replace special education classroom curricula, but to coordinate outcome-based curricula that are being used. The curriculum guide is divided into curriculum modules, based on student age (5-22 years) and level of mental handicap. Each module is divided into 17 subject areas (such as time, money, measurement, expressive language and socialization). For each combination of age, level of handicap, and subject area, a classroom goal detailing sheet is developed. These sheets contain an annual goal, several short-term instructional objectives, performance criteria, and a list of references. The curriculum is computer-based (Apple II) to provide flexibility for dealing with individualized needs and to save administrative time. (JDD)

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CAREER EDUCATION CURRICULUM GUIDE
FOR
MILD, MODERATE, SEVERE, AND PROFOUNDLY
MENTALLY HANDICAPPED PERSONS

by: David Blaylock, Faith Fecteau, Patricia Killoran,
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DEVELOPED IN THE WEBER SCHOOL DISTRICT
OGDEN, UTAH
1981 - 85

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Curriculum Modules

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PROGRAM DESCRIPTION

HISTORY

The Career Education Curriculum Guide for Mild, Moderate, Severe, and Profoundly Mentally Handicapped was originally developed at the Ogden-Weber Education Center by the professional teaching staff and parents of handicapped students who attended the school. Data was gathered from computer literature searches, surveys of former student employment and domestic living situations, and empirical information was taken from parents of handicapped students. This information was organized into three domains; vocational, domestic, and community. These domains were divided into subcategories, and the subcategories were divided into goals and objectives. This information was recorded in a manner that could be recorded on the individual education plan (IEP).

NEED AND PURPOSE

Many curricula have been developed that address the mentally handicapped population; however, few attempts have been made to organize this information into objectives that can be recorded on the IEP. Even fewer attempts have been made to organize this information in a manner where exit objectives of one program correlate with the entrance objectives of another program, and secondary exit objectives correlate with the entrance requirements of real-life employment, domestic, and community situations.

The purpose of this program is to fill the need for a curriculum in which exit objectives of one phase meet entrance objectives for the next phase, and all objectives meet the requirements of the real world in which mentally handicapped students will live after completion of her or his public school education. It is also the purpose of this program to provide a quick and easy method of writing organized IEP goals and objectives. By doing this the IEP can more easily be used in the classroom as a teaching tool.

THE EDUCATIONAL PROCESS

The educational process consists of four phases:

1. Individual strengths and weaknesses are identified through an EVALUATION.
2. Strengths and weaknesses are addressed in a PRESCRIPTION. This will be in the form of an IEP.
3. INSTRUCTION AND DATA KEEPING follows.
4. RE-EVALUATION is the last step.

This program is intended to fill the needs of the prescriptive phase and data can be kept on the Classroom Goal Detailing Sheet. This program does not intend to take the place of the evaluation. A comprehensive evaluation should take place before and after the instruction process.

DEFINITIONS

For the purpose of this project (not for student classification purposes) the following definitions will apply:

Career education - "...a totality of experiences through which one learns about and prepares for paid and unpaid work." (Blaylock, 1980, p11; Hoyt, 1977, p.11; U.S. Dept. of H.E.W., 1975) This includes plans and preparation for a student's future vocational and domestic goals.

Vocational education - A part of career education limited to discrimination, problem-solving, recall, manipulation, and speech (Mager & Beach, 1967, p.44) that is related to specific paid or unpaid employment.

Mildly mentally handicapped - Refers to a person who is not able to succeed in certain aspects of regular public school program because of demonstrated low mental ability, and has the potential to succeed in non-sheltered employment and domestic situations with specific educational remediation.

Moderately mentally handicapped - "...refers to a person who is not able to succeed in a regular public school program because of demonstrated low mental ability, but has the potential ability to succeed in a non-sheltered employment situation with special education instruction." (Blaylock, 1980, p. 9)

Severely mentally handicapped - "...refers to a person who is not able to succeed in a regular public school program because of demonstrated low mental ability, and will most probably not be able to succeed in a non-sheltered employment situation (Blaylock, 1980, p. 9). However, this person would be able to succeed in a sheltered employment situation.

Profoundly mentally handicapped - Refers to people who have mental and/or multiple handicapping conditions which exclude them from participation in regular public school programs, and would most probably severely limit their participation in sheltered employment and independent domestic situations. These individuals would most probably succeed in limited sheltered employment and/or day-care situations after completion of school.

Transitional sheltered employment - A vocational program "...designed to provide employment of a temporary duration for clients. After suitable work adjustment training and exposure to a work environment, these clients may be expected to move into competitive employment. (McCarron, Dial, 1976, p. 40)

Sheltered employment (sheltered workshop) - "...a non-profit rehabilitation facility utilizing individual goals, wages, supportive services, and a controlled work environment to help vocationally handicapped persons achieve or maintain their maximum potential as workers (Snell, 1978, p. 416).

Work activity - A day program for persons "... who have mastered the advanced self-help skills and who are capable of performing rudimentary work tasks within a highly structured, closely supervised environment. (McCarron, Dial, 1976, p. 38)

Day care - "...provides constructive, as well as protective services for severely and profoundly retarded individuals who require constant supervision and do not have the necessary abilities to function in sheltered or community work environments. (McCarron, Dial, 1978, p.37)

COMPUTER DATA BASED

It was the intent of the authors to suggest goals and objectives for students at a specific age and level of handicap. If these goals and objectives were printed in "hard copy" form, many pages of information would have to be retyped every time a student had needs that varied from the pre-printed text. The Apple computer and Apple Writer IIe have been used with word processing language to store information on disk for easy retrieval and editing. This program can be used by a person who does not know how to use a word processor. By using this word processing program, goals and objectives can be changed for one student without changing the disk or changes can be stored permanently on disk for future use.

CURRICULA ORGANIZATION

The curriculum guide is divided into 12 curriculum modules as described in figure 1. Each of the 12 modules are divided into 17 subject areas (fig. 3). Each subject area has a Goal Detailing Sheet written specifically for the age and level of mental handicap (fig. 4).

The curriculum guide contains goals and objectives for high school age mildly handicapped students (module 4A) to profoundly handicapped elementary age students (module 1D). By using this system, goals and objectives can easily be written for most mentally handicapped students.

(FIG. 1)
CURRICULUM MODULES

LEVEL OF MENTAL HANDICAP	STUDENT AGE ----->				EMPLOYMENT EXIT OBJECTIVE
	5-8 years	8-11 years	11-15 years	15-22 years	
MILD LEVEL A	1A	2A	3A	4A	Nonsheltered Employment
MODERATE LEVEL B	1B	2B	3B	4B	Transitional Sheltered
SEVERE LEVEL C	1C	2C	3C	4C	Sheltered Employment
PROFOUND LEVEL D	1D	2D	3D	4D	Work Activity or Day Care

(FIG. 2)
DISK ARRANGEMENT

C.A.>> 5-8 years 18-11 years 11-15 years 15-22 years |
GRADES K-2 ---> GRADES 3-6 ---> JR. HIGH -----> SR. HIGH --->|

D S 1A	D S 2A	D S 3A	D S 4A
I I	I I	I I	I I
S D	S D	S D	S D
K E 1B	K E 2B	K E 3B	K E 4B
1 1	2 1	3 1	4 1
D S 1C	D S 2C	D S 3C	D S 4C
I I	I I	I I	I I
S D	S D	S D	S D
K E 1D	K E 2D	K E 3D	K E 4D
1 2	2 2	3 2	4 2

(FIG. 3)
SUBJECT AREAS CONTAINED IN EACH CURRICULUM MODULE

- | | |
|------------------------|--------------------------|
| 1. TIME | 10. SENSORY MOTOR |
| 2. MONEY | 11. ORIENTATION MOBILITY |
| 3. MEASUREMENT | 12. SOCIALIZATION |
| 4. WRITING | 13. FOOD RELATED |
| 5. READING | 14. CLOTHING RELATED |
| 6. EXPRESSIVE LANGUAGE | 15. HEALTH AND HYGIENE |
| 7. RECEPTIVE LANGUAGE | 16. HOME CARE |
| 8. JOB RELATED | 17. LEISURE RECREATION |
| 9. JOB TECHNICAL | |

Date began:

curriculum module: 4A-
goal #: 9

Annual goal: The student will define his role as a working adult, apply for jobs, and receive employment.

[illegible]

1. State and/or list specific social behaviors that she/he is expected to display toward employers, fellow employees, and customers on and off the job.
2. Define product and service as it relates to his/her school employment placement or future employment.
3. Explain how producing a quality product or service is related to his/her pay check and the consequences of poor work.
4. State and/or list the duties of employees who work on 3 jobs of interest to him/her.
5. State and/or list the duties of employees who work on 3 jobs explored in #4 above.
6. The student and parent will choose a specific job or cluster of jobs for the student to prepare for that is realistically available.
7. Complete simulated job interviews (criteria = appropriate dress, punctuality, introductions, eye contact, complete answers, at 80% accuracy)
8. Complete actual job interviews with prospective employers.
9. Complete simple job applications with self solicited help if needed.
10. Identify methods of upgrading his/her employment after employment is obtained (i.e. technical school, on the job training, learning while working with other people).
11. State appropriate reasons to quit a job (i.e. upgrade employment, health).
12. State safety rules for his/her school related job and follow these rules with 100% accuracy for a 20 day period.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p.

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LIST OF COMPUTER COMMANDS

The following commands will be unique to the Apple Writer IIe program in combination with this program. See the computer instructions for more detail in operation of this program.

to start or boot the program:

OPEN APPLE CONTROL RESET

to select new goal sheet:

OPEN APPLE ESC RETURN

to print a displayed sheet:

OPEN APPLE P RETURN

to save changes on a displayed sheet:

OPEN APPLE S RETURN

to print new instructions:

go to HELP menu.

WEBER SCHOOL DISTRICT
INDIVIDUAL EDUCATION PLAN GOALS AND OBJECTIVES
INSTRUCTIONS

This program is simply a word processor (Apple Writer IIe) that is used to write individual objectives for a student's Individual Education Plan. The computer is used much like a typewriter, but it has the advantage of storing pages of information for future reference. Don't be afraid of hurting the disks by practicing with this program. The only way that you can hurt a disk is if you harm the disk physically (i.e. magnetic field, bending, heat, or dirt). The following steps will help you "walk" through the program and answer any questions that you may have. There are prompts to help you that will come up on the screen. Watch for them.

1. Take the "Weber School District Individual Education Plan - Goals and Objectives" (Apple Writer IIe backup) disk out of the plastic jacket and place it into disk drive #1 with the label up and out. DO NOT TOUCH THE OPEN PART OF THE DISK AND DON'T GET IT DIRTY DUSTY OR WRITE ON IT WITH A HARD TIP PEN OR PENCIL. This disk is a backup version of the Apple Writer IIe with modifications for the I.E.P. program. You will be breaking copyright laws if you have more than one copy of this for each original copy of the Apple Writer IIe.
2. Close the disk drive door.
- 3a. If the computer is off, turn the switch on in back of the computer by the power cord and turn the switch in the front of the monitor on. You should see two green lights lit on the computer - one on the lower portion of the keyboard and one on the monitor. You will hear the disk drive loading the program and see a red light on drive #1.
- 3b. If the computer is on, press and hold OPEN APPLE, CONTROL, and RESET in that order. You will hear the program loading and see a red light come on drive #1. Do not put a disk in if the drive is turning. Press CONTROL then RESET to turn the drive off.
4. You should now see the copyright information on the screen. Press RETURN.
5. You just heard the drive #1 turn on and a "beep" there will be instructions on the screen to read every time you hear this sound.
6. Assuming that you don't need instructions on to print sections, press RETURN. Now choose an appropriate curriculum disk from your binder. There are objectives

for Reading, Math, Writing, Behavior, Prevocational and a disk where you can store your unique iep goals along with four disks that address the mentally handicapped which go with the Career Education Curriculum Guide for: Mildly, Moderately, Severely, and Profoundly Mentally Handicapped Persons . There is a description that goes with the curriculum guide that will help you choose a disk for this level.

7. Put the curriculum disk into drive #2 with the label up and out and close the door.
8. Now press RETURN . Drive #2 will will go on and load the disk's programs automatically.
9. You just heard a "beep" - read the instructions on the screen.
10. Press the number in front of the selection that you want. This number will appear at the bottom of the screen. If you make a mistake, erase your selection with the back arrow or the DELETE keys. You may also change your mind later in the program. Don't be afraid to look through the disk like you would a book - you can always change your mind.
11. Now press RETURN. The disk turned on and loaded automatically again.
12. Now select the specific area that you want to see by pressing the number in front of your selection.
13. Press RETURN and you will hear the "beep". These instructions apply to the goal and objectives that will appear on the screen after you press return.
14. Press RETURN and your selected sheet will appear.
15. You may return to the menu (OPEN APPLE ESC), print the screen (OPEN APPLE P), or save changes (OPEN APPLE S) at this point.

ADD and EDIT instructions

You may add to or edit this sheet if you wish or print it as it appears.

1. cursor movement : To edit, push the down arrow and the sheet will move up while the cursor goes down. The up arrow will do the opposite. The right and left arrow will move the cursor right and left until it reaches the end of the line. The left arrow will go up one line and the right arrow will go down one line when it comes to the end of a line. Don't be alarmed when the up and down arrows move the cursor to the side. This will help you position the cursor while inserting

information.

2. insert information : To insert information, move the cursor to the place where you want to insert a word or sentence. Now type the desired information. The existing information will move aside for the new material. The delete key will erase any mistakes by backing up from where you stopped.
3. erase a letter, word, sentence : Place the cursor to the space past (right) of where you want to erase and press the delete key. Don't hold the key down too long because it will "gobble" up a whole page in quick time.

NOTE: Do not erase the symbols at the left margin of the page (i.e. .lm, .rm10, etc.). These are print commands for the printer. If you do erase these symbols or totally mess up the sheet, just start over - nothing has been hurt.

4. erase a whole line : Place the cursor at the front of the line below and press the delete key. If you go too far, press the RETURN key.
5. add new text : Place the cursor at the end of the line above where you want to insert (not on a letter or punctuation), press RETURN and type the new information.
6. woops I messed up : If you are like most people, you will mess up a sheet beyond repair. No problem - just start over. There will be no harm to the disk and your mistakes will be erased. To start over press the OPEN APPLE key and ESC . No harm will be done to the disk.

PRINT

To print the displayed screen, press and hold the OPEN APPLE key and press P . The screen will give you instructions from this point. Make sure the printer has paper and is turned on and press RETURN. The printer will start printing your page. Wait for it to finish and press return.

You may also print a whole section by pressing and holding the OPEN APPLE key and M . Follow the screen directions from this point.

DO AN OTHER SHEET

To do another sheet, press and hold CONTROL and P . (Place a different disk into drive #2 if necessary.) and press return. You will hear the disk drive turn on and see a menu on the screen. Go back to step #5.

TO SAVE NEW INFORMATION ON A DISK OR CHANGE A DISK

1. Follow the instructions to step through the add edit process. You should have a modified goal and objective sheet at this time.
2. Proof read your sheet and make any changes that are needed.
3. Save your changes by pressing and holding OPEN APPLE and S and pressing RETURN . Disk #2 will turn on and your new sheet will be saved permanent on the disk. You do not have to save your changes.
4. If you wish, you may print this sheet before or after the "save" process.
5. You may find a new sheet or exit the program by pressing and holding OPEN APPLE and ESC and pressing RETURN.

MORE TO COME

The Apple Writer IIe program will do much more than described here. It will find and replace information, move paragraphs and sentences around, show two documents on a split screen and many other things. Your Apple Writer manual will help you learn these other functions that will make your job easier.

COMMAND SUMMARY

To "boot" start the program:

OPEN APPLE CONTROL RESET

To print displayed page:

> press and hold the OPEN APPLE key and quickly press
P
let up on the OPEN APPLE and press RETURN

To find a new goal sheet:

> press and hold the OPEN APPLE key and quickly press
ESC
let up on the OPEN APPLE and press RETURN

To save a modified goal sheet;

> press and hold the OPEN APPLE key and quickly press
S
let up on the OPEN APPLE and press RETURN

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
 / = being worked on
 X = completed

=====

curriculum module: 1A
goal number: 1

=====

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

=====

date/code	Short-term instructional objectives
=====	
1. The student identifies and names specific times of the	
day-morning, afternoon, and night - and matches the time of	
the day with appropriate activities; morning-breakfast;	
night-bedtime.	
2. The student identifies a digital clock and a "hand" clock as	
ways to tell time	
3. The student identifies the large hand of a clock.	
4. The student identifies the small hand of a clock	
5. The student identifies numbers 1-12	
6. The student names the days of the week.	
7. The student identifies and names the current day and date	
8. The student identifies and names the seasons of the year.	
9. The student demonstrates an understanding of the time	
concepts; early, late, before, after, yesterday, today, tomorrow.	
→ 10. Given two objects, the student will discriminate between	
little, big, short, and long. <i>— hands of clock</i>	
11. The student identifies a calendar.	
12. The student will identify today's month and day on a	
calendar.	

=====

Criteria:

Compiled by: F. Fecteau

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 1A
goal number: 2

=====

Curriculum area: MONEY

Annual goal: The student will learn to count and use real or simulated money in the classroom.

=====

date/code Short-term instructional objectives

=====

1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. The student will indicate uses for money;- to buy food,clothes,toys,services.
3. The student will identify and name the basic coins- penny, nickel, dime, quarter, half-dollar.
4. The student will tell the value of the basic coins.
5. The student will compare the value of the basic coins.Given two coins, the student will indicate which is more and which is less.
6. The student will identify numbers 1- 20.
7. The student will identify the differences between coins and bills.
8. The student will identify 1, 5, 10, and 20 dollar bills
9. Given two bills, the student will indicate which is of greater,which of less value.
10. The student will understand simple money vocabulary such as expensive, valuable, cheap, inexpensive.
11. With adult supervision, the student will select appropriate coins and use a vending machine.

Compiled by: Steve Shipley, F.Fecteau

Criteria:

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

curriculum module: 1A

/ = being worked on

goal number: 3

X = completed

=====

Curriculum area: MEASUREMENT

Annual goals: The student will learn to make basic liquid, weight and linear measurements.

=====

date/code	Short-term instructional objectives
	1. The student will recognize that common measurement devices have specific purposes i.e.rulers measure length, scales measure weight, thermometers measure temperature
	2. The student will select the correct type and size of measuring device required for the completion of a task.
	3. The student will recognize that certain objects cannot be lifted or jumped.
	4. The student will discriminate between large and small; big and little;thick and thin; heavy and light; long and short; more and less;full and empty.
	5. Given a whole, the student will divide it into the correct number of pieces for a given number of people..
	6. The student will identify numbers 1 -12.
	7, The student will learn basic measurement facts such as 12 equals 1 dozen; 12 inches in a foot.
	8. The student will use a ruler to measure an object to the nearest inch.
	9. With adult supervision, the student will measure a full cup and half-cup liquid in cooking and other functional situations.
	10. The student will discriminate between hot and cold temperatures.

=====

Criteria:

Compiled by: Steve Shipley, F.Fecteau

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75.

Date: _____

goal number: 4

Annual goal: Improve fine motor and writing skills.

[illegible]

1. Builds structure with blocks, Tinker Toys, etc.
2. Uses pencil sharpener.
3. Uses eraser.
4. Dials telephone number given in writing.
5. Drives large nails in soft wood.
6. Draws line with ruler.
7. Threads large needle.
8. Cuts cardboard and cloth.
9. Cuts out items such as paper dolls.
10. Imitates and copies a rectangle.
11. Prints alphabet: upper and lower case letters.
12. Writes first and last names.
13. Copies simple sentences and stories.
14. Writes numbers 0-9.
15. Draws simple recognizable pictures.
16. Draws a person with 10 body parts: head, legs, eyes, nose, mouth, arm, trunk, hands, ears, neck, feet.
17. Completes puzzle of 12-50 pieces.
18. Pours liquid from a pitcher of 1 to 2 quarts.
19. Painting with brush: concerned more with end product than with process.
20. Painting with brush: evaluates and criticizes own painting.
21. Painting with brush: selects colors with care.
22. Makes refined objects with clay that are recognizable by others.

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Patty Killoran

References:

Brigance, 1978, Fine Motor Skills and Behaviors and Self Help.
Curriculum Associates Inc., Woburn Mass., pages 63-5, 69, 74,
76-7, 80, 82-4, 91-92.

Portage Project, 1976, Portage Guide. Cooperative Education Service Agency 12, Portage Wi., Motor, card #110.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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X = completed

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curriculum module: 1A-
goal number: 5

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Curriculum area: READING

Annual goal: Accomplishes pre-readiness skills and increases reading skills.

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date/code	Short-term instructional objectives
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1. Discriminates between two like or different symbols including upper and lower case letters, and words. (Brigance, Albert. 1978. p.189).
2. Determines which of 3 symbols is different: using: designs, upper and lower case letters, and words. (Brigance, Albert. 1978. p.189).
3. Recites alphabet. (Brigance, Albert. 1978. p.191).
4. Matches, points to when examiner names, and identifies, upper case letters. (Brigance, Albert. 1978. p.193).
5. Matches, points to when examiner names, and identifies, lower case letters. (Brigance, Albert. 1978. p.195).
6. Knows fantasy from reality in stories.
7. Matches initial consonant letters with picture of objects which have the same initial sound. (Brigance, Albert. 1978. p.202).
8. Gives correct sound when consonant is presented visually.
9. Sounds out consonant blends-sh, ch, wh, st, br, sm, tr, cl, sl.
10. Can discriminate same/different sounds in words:m, b, h, g, j, r, s, d, n, f, c(k), p, l, t, y, w, z, v, k, a, c(s), a, e, i, o, u. (Brigance, Albert. 1978. p.200).
11. Gives initial letters of spoken words orally. (Brigance, Albert. 1978. p.207).
12. Recites vowels when requested. (Brigance, Albert. 1978. p.209).
13. Articulates short vowel sounds in words. (Brigance, Albert. 1978. p.209).
14. Articulates long vowel sounds in words. (Brigance, Albert. 1978. p.210).
15. Sounds out words.
16. When given a simple three-letter word to sound out and several pictures, one of which matches the word, the student will be able to match the picture and the word. (Striefel and Cadez. 1983. p.177, #33).
17. Can recall a sequence of events.
18. Reads color words: red, blue, green, yellow, orange, purple, brown, black, pink, gray, white. (Brigance, Albert. 1978. p.211).
19. Reads number words: one, four, two, three, six, ten, five,

- nine, seven, eight. (Brigance, Albert. 1978. p.212).
20. Reads common signs: go, stop, boys, girls, exit, enter, men, women, ladies, poison, walk, wait, caution, danger. (Brigance, Albert. 1978. p.213).
 21. Reads simple stories aloud at a comfortable reading level for student.
 22. Reads comfortably at what grade level: pre-primer, primer, first, second. (Brigance, Albert. 1978. p.214-217).

Criteria: 90% for 3 consecutive days.

Compiled by: Ellyn White.

References:

- Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development . Curriculum Associates, Woburn, Mass.
- Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide . Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1A-

goal number: 6

Curriculum area: Expressive Language

Annual goal: Child will accurately communicate wants needs and emotions using phrases which reflect a basic knowledge of adult grammar as well as the functions and rules of conversation. These will occur within his interactions at home as well as in his/her educational setting and with peers.

date/code

Short-term instructional objectives

1. The child adjusts pace of and inflection of communication to listener; uses an imparting tone; and is aware of the need to make self understood.
2. The child plans what is said; gets to the point; controls language; and can tell a story in proper sequence.
3. The child expresses ideas on different topics; makes suggestions on what to do and how to carry out class plans; shows imagination and creativity in play.
4. Child talks freely, frequently and easily; talks about all the time, if permitted.
5. Child uses a rich variety of words; has and exceptionally large and growing vocabulary; and speaks fluently.
6. Child demonstrates an attentiveness and understanding of spoken language.
7. Child includes all structural elements; mature sentence patterns; maintains constant tense reference within a paragraph or story; and demonstrates mature use of phrases, clauses and conjunctions.
8. The student gains and maintains the attention of adults in socially acceptable ways.
9. The student uses adults as resources when a task is clearly too difficult.
10. The student expresses both affection and hostility to adults.
11. The Student assumes control in peer-related activities or follows the lead of others.
12. The student expresses both affection and hostility to peers.
13. The student competes with peers - That is, exhibits interpersonal competition.
14. The student praises oneself and or show pride i one's accomplishments.
15. The student involves oneself in adult role-playing behaviors or otherwise expresses the desire to grow up.

References:

Loban W. Language Ability in the Middle-Grades of Elementary School U.S. Office of Education (1961)

The Speech Communication System Distinguishing Behavioral Talents of Communicatively Competent Individuals.

Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 1A-

/ = being worked on

goal number: 7

X = completed

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Curriculum area: Receptive Language

Annual Goal: The student will demonstrate receptive language abilities necessary to successfully comprehend directions and function appropriately in other educational, social and home living activities.

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date/code	Short-term instructional objectives
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1.

References:

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1A
goal number: 8

Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and cooperatively with other students for periods of up to 20 minutes.

=====

date/code	Short-term instructional objectives
	1. Assemble toy(s), which have up to 8 parts, independently when sitting in a chair at a table.
	2. Assemble toy(s), which have up to 4 parts, cooperatively with one other student while sitting in a chair at a table.
	3. Assemble toy(s), which have up to 8 parts, cooperatively with one other student in an unconfined environment for periods of up to 20 minutes.
	4. Play productively with a toy (i.e. ride a trike, swing) in a room or confined environment without prompts to stay on task for periods of up to 20 minutes.
	5. Play with large toys, which require some type of assembly or manipulation, (i.e. building blocks larger than 6" tall, play kitchen, play gardening) for periods of up to 20 minutes without prompts to stay on task.
	6. Play cooperatively with one other student as in #5 above for period of up to 20 minutes.
	7. Achieve a on task behavior rating for 20 minutes of 80% over 5 consecutive days.
	8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

=====

Criteria: to be met in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1A -
goal number: 1

Curriculum area: JOB RELATED

Annual goal: The parent(s) will set tentative life goals for their child, and the student will start to develop habits that will transfer into good worker traits.

=====

date/code Short-term instructional objectives

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1. The parent(s) will set a tentative life goal for the student which will include vocational placement, and domestic placement goals.
2. The student will work for token rewards.
3. The student will follow class rules.
4. The student will initiate a negotiation process with students who he has conflicts with and report unsolvable problems to his/her classroom supervisor.
5. The student will react appropriately to criticism by other students and teachers.
 - a. Identify inappropriate and appropriate criticism
 - b. Ignore inappropriate criticism
 - c. Make changes from appropriate criticism
6. When playing in a competitive sport, the student will exhibit good sportsmanship whether winning or losing by:
 - a. not ridiculing the loser or
 - b. not repeatedly praising his own performance. (Striefel and Cadez. 1983., p.113, #63).
7. When in a social situation the student will use, "Excuse me", "I'm sorry", and "Thank you" without reminders. (Striefel and Cadez. 1983., p.113, #64).
8. When being spoken to, the student will look directly at the speaker and show comprehension by words or actions.
9. Student can write own name, address, and phone number without prompts.
10. When telephone rings, the student will answer it appropriately and summon person whom the caller is trying to reach.
11. Follows 2 step directions.
12. Student knows month, day, and year of birth.
13. Comes to activity when called once. (Santa Cruz County Schools. 1973, Strand 2, #6.0).
14. Tries again when change or disappointment occurs if reassured. (Santa Cruz County Schools. 1973, Strand 2, #38.0).
15. Adjusts behaviors to fit rules and routines of different

- things. (Santa Cruz County Schools. 1973, Strand 23, #38.0).
16. Behaves according to peer group norm in minimally structured or difined situations. (Santa Cruz County Schools. 1973, Strand 23, #40.0).
 17. Student rides school bus appropriately.
 18. Student eats lunch in cafeteria using acceptable table manners and eating habits with minimal reminders.
 19. Respects others property. (Apollini and Westaway. 1978., 2.2.5).
 20. Finds way to and from classroom to 5 different places in school.
 21. Student is independent in the bathroom.

Criteria: Teacher and parent observation as to appropriate behaviors.

Compiled by: Dave Blaylock, Ellyn White

References:

Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14 vols.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
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curriculum module: 1A-
goal number: 10

Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

date/code	Short-term instructional objectives
	1. The student will improve his/her visual motor skills used in writing and art work and use these skills on a daily basis.
	2. The student will play games which requires sorting objects by size, shape, configuration, and texture without the use of vision.
	3. The student will demonstrate smooth and even movement of the arms in slow manipulation of objects in his/her environment (i.e. writing, eating, use of assembly type toys.
	4. The student will demonstrate needed muscle power to perform normal daily activities of walking, climbing, game playing and running.
	5. The student will play kinesthetic games that require walking in straight lines, and using ones body in space.
	6. The student will use one hand to assist the preferred hand in performing tasks (i.e. hold paper while writing or cutting, put nuts on bolts, assemble small toys).
	7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2B-
goal number: 11

Curriculum area: Orientation Mobility

Annual goal: The student will travel with minimal supervision to a few predetermined destinations

date/code	Short-term instructional objectives
1.	Identify and choose to wear proper outer clothing and shoes for walking in different weather conditions (i.e. rain coat, winter coat, jacket, hat, walking shoes, boots).
2.	Read pictures of common pedestrian directional signs and demonstrate an understanding of the direction.
3.	Find and identify by name at least 4 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
4.	Walk to predetermined destinations in his/her neighborhood without safety violations.
5.	Ride the intercity bus system with direct supervision a. board the bus b. pay fare c. seat self d. exit bus

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27 and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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X = completed

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curriculum module: 1A-
goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. Child will engage in associative play.

2. Child will use good manners with prompts from a caregiver if necessary.

3. Child will demonstrate appropriate emotional behaviors with prompts from a caregiver if necessary.

4. Child will demonstrate appropriate conversational skills when a caregiver models the skills.

=====

date/code	Short-term instructional objectives
	1. Child will engage in associative play.
	a. Child will play quietly without fighting with another child of approximate age for 20 minutes.
	b. Child will engage in imaginative pretend play with another child of approximate age for 20 minutes.
	2. Child will use good manners with prompts from a caregiver if necessary.
	a. Child will say "please" and "thank you".
	b. Child will say, "hello" and "good bye".
	c. Child will cover sneezes and coughs with a hand or tissue.
	d. Child will say "excuse me" when appropriate.
	3. Child will demonstrate appropriate emotional behaviors.
	a. Child will express a variety of emotions with words or sings and state how it feels.
	b. Child will refer to him/herself by "I".
	c. Child will recognize and call attention to his/her own accomplishments.
	4. Child will demonstrate appropriate conversational skills.
	a. Child will fill his/her turn in a conversation.
	b. Child will fill his/her turn will a response relevant to the topic or situation.
	c. Child will take turns listening and talking in a conversation.

=====

Criteria:

Compiled by: David Blaylock, Orvil Stokes, Patty Killoran

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1A-
goal number: 19

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Curriculum area: FOOD RELATED

Annual goal: The student will participate in all food skills areas including preparation, eating, and cleaning up.

=====

date/code Short-term instructional objectives

=====

1. Recognizes when table need to be wiped and does so without prompts.
2. Student sets table when asked using placemat, plate, napkin, glass, knife, fork, and spoon.
3. Puts dishes away after they are dried into correct places in cupboard.
4. Scrapes and rinses dishes.(Santa Cruz County Schools. 1983, Strand 43, #2.0)
5. Dries dishes.
6. Spreads soft foods, such as peanut butter and butter, on bread.
7. Clears table putting extra food items away such as salt and pepper and condiments in the proper place.
8. Given a small milk carton the student will open it and insert a straw.
9. When given a napkin with a meal, the student will wipe when needed.
10. Uses electric can opener.
11. Washes hands before preparing food or eating.
12. When presented with a nutritional snack and junk food the student will identify the nutritional food.
13. Makes simple food items such as jello and orange juice with minimal assistance.
14. The student will put the proper amount of food in his/her mouth and chew with the mouth closed. (Striefel and Cadez.

1983., p.125, #43).

15. Scrapes dishes without assistance.

Criteria: 80% success for 3 consecutive days.

Compiled by: Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1983), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1A-

goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Selects appropriate clothing.

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date/code

Short-term instructional objectives

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1. Selects clothing of compatible colors. [80% success for 3 consecutive days]
2. Matches clothing patterns i.e. not wearing plaid shirt with plaid pants. [80% success for 3 consecutive days]
3. Selects clothing in good repair. [100% success for 3 consecutive days]
4. Dresses self completely except for help with difficult fasteners.
5. Puts away jacket.
6. Hangs coat on hook.
7. Puts dirty clothing in laundry to be washed.
8. Ties shoes.
9. Dresses at appropriate time of day for specific activity. (i.e. gets ready for school in morning, gets ready for bed in evening.).
10. When given a pile of clean clothing the student will sort all articles of clothing into like items (pants, socks, shirts, etc.). (Striefel and Cadez, 1983).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Ellyn White

References:

Striefel, Sebastian, and Cadez, Mary. 1983. Program Assessment and Planning Guide. Charles Thomas, Springfield, ILL. 260p.

INDIVIDUAL EDUCATION PLAN
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Student:

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CODE: 0 = to be completed
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curriculum module: 1A-
goal number: 15

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Curriculum area: HEALTH AND HYGIENE

Annual goal: The student will assist in maintaining her/his own health and hygiene with direct instructions and physical help from a caregiver.

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date/code	Short-term instructional objectives
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The student will:

1. Assist in bathing when instructed to do so and given the proper equipment.
2. Assist in combing, brushing, and shampooing hair when instructed to do so and given the proper equipment.
3. Assist in toothbrushing when instructed to do so and given the proper equipment.
4. Report illness or injury.
5. Follow safety rules.
6. Participate in exercise program.
7. Demonstrate good toileting skills.

Criteria:

Compiled by: F. Fecteau

Reference:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1A -
goal number: 16

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Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

=====

date/code Short-term instructional objectives

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1. Assist in cleaning up spills or dirt.
2. Place trash in trash can.
3. Assist in cleaning his/her bedroom.
4. Identify hammer, nails, saw, plane, and toolbox by name and state the general use for these tools.
5. Pick up toys after play with minimal prompts.
6. Plays house, performing duties that parents or other adults have been seen to do. ((Santa Cruz County Schools. 1973., Strand 44, #7.0).
7. When trash is lying on the counter or floor, the student will pick it up and put it into the wastepaper basket without prompting. ((Striefel and Cadez. 1983., p.213, #4).
8. When shown how to make the bed, the student will follow directions and pull the covers up to the top of the bed, but the bed will not necessarily be neatly made. ((Striefel and Cadez. 1983., p.214, #13).
9. When in correct aisle at grocery store, student will be able to find article requested with minimal assistance.
10. Student is aware of dangers associated with appliances.(e.g. stove could burn you, garbage disposal could cut you, electric can opener could cut you, etc.)
11. Notices when light is burned out and knows where in home to get new lightbulb.

Criteria: 90% success for 3 consecutive days for non-behavioral goals.

Compiled by: Dave Blaylock, Ellyn White

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression ((Santa Cruz County Schools. 1973.), Vont Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide ,Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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curriculum module: 1A-
goal number: 17

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Curriculum area: LEISURE RECREATION

Annual goal: The child will demonstrate the ability to utilize free time at home and school with appropriate leisure activities.

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date/code Short-term instructional objectives

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1. Plays for short periods unattended in familiar surroundings.
2. Interacts positively with adult in charge.
3. Tries a new play activity or material
4. Participates in directed activity for short periods.
5. Plays cooperatively alongside another person or group.
6. Shares toys and other possessions.
7. Takes turns with assistance.
8. Follows directions of adult in charge of activities.
9. Observes others outside of school and home involved in common leisure activities (e.g. baseball, talking etc.).
10. Models appropriate leisure behaviors of others (for example, sitting quietly in the theater, cheering at appropriate time behaving appropriately in public places).
11. Explores environment in and around neighborhood for leisure materials and activities (e.g. playground, park etc.).
12. Accompanies adult on social outing (e.g. church, dinner, movie, etc.).
13. Goes on field trips to community facilities and events with class or other small groups.
14. Participates in trips and new play activities and experiences with adult (e.g. zoo, camping etc.).

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977

McClennen Sandry E. Hoekstra Ronald R. Bryan James E. Social Skills For Severely Retarded Adults 1980 Research Press 2612 North Mattis Avenue Champaign, Illionios 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1B
goal number: 1

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Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

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date/code Short-term instructional objectives

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1. The student identifies and names specific times of the day-morning, afternoon, and night - and matches the time of the day with appropriate activities; morning-breakfast; night-bedtime.
2. The student identifies a digital clock and a "hand" clock as ways to tell time
3. The student identifies the large hand of a clock.
4. The student identifies the small hand of a clock
5. The student identifies numbers 1-12
6. The student names the days of the week.
7. The student identifies and names the current day and date
8. The student identifies and names the seasons of the year.
9. The student demonstrates an understanding of the time concepts; early, late, before, after, yesterday, today, tomorrow.
10. Given two objects, the student will discriminate between little, big, short and long.
11. The student identifies a calendar.

Criteria:

Compiled by: F. Fecteau

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1B-
goal number: 2

Curriculum area: MONEY

Annual goal: The student will learn basic money vocabulary, basic money concepts and numeration skills.

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date/code	Short-term instructional objectives
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1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. The student will indicate uses for money;-to buy food,clothes,toys.
3. The student will identify and name the basic coins-penny, nickel, dime, quarter, half dollar.
4. The student will tell the value of the basic coins.
5. The student will compare the value of the basic coins.Given two coins,the student will indicate which is more and which is less.
6. The student will identify numbers 1-10.
7. The student will identify the differences between coins and bills.
8. The student will identify 1,5,and 10 dollar bills.
9. The student will understand simple money vocabulary such as expensive,valuable,cheap,inexpensive
10. With adult supervision,the student will select appropriate coins and use a vending machine.

Criteria:

Compiled by: F.Fecteau:

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1B-

goal number: 3

Curriculum area: MEASUREMENT

Annual goal: The student will learn to make basic liquid, weight and linear measurements.

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date/code Short-term instructional objectives

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1. The student will recognize that common measurement devices have specific purposes i.e., rulers-measure length ; scales -measure weight.
2. The student will recognize that certain objects cannot be lifted or jumped.
3. The student will select the correct measuring device required for the completion of a task .
4. The student will discriminate between large and small ; big and little ; thick and thin ; heavy and light ; long and short ; more and less.
5. Given a whole, the student will divide it into the correct number of pieces for a given number of people.
6. The student will read numbers 1 to 12.
7. The student will use a ruler to measure an object to the nearest inch.
8. With adult supervision, the student will use a measuring cup and spoons in cooking and other functional situations.

Criteria:

Compiled by: F. Fecteau

References:

- LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.
- McCannon, Lawrence. 1982. SSSQ Curriculum Guide. McCannon-Dial Systems, Dallas, Texas. 269 p.
- Office of Mental Health. 1977. State of Ohio Curriculum Guide for Moderately Mentally Retarded Learners. Curriculum Guide Ohio Department, Columbus, Ohio. 86 p.
- Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.
- Office of Weber School District. 1982. Mathematics Scope and Sequence K-12. Weber School District Title II, Ogden, Utah. 200 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1B

goal number: 4

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Curriculum area: WRITING

Annual goal: Increases fine motor skills.

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date/code Short-term instructional objectives

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1. Puts paper clip on paper.
2. Creases paper with fingers.
3. Folds paper diagonally and creases it.
4. Opens lock with key.
5. Sews through holds in sewing card.
6. Opens and closes large safety pin.
7. Completes puzzle, not inset, of 6-12 pieces.
8. Traces along vertical line.
9. Traces along horizontal line.
10. Imitates and copies designs: V, plus(+), square, and triangle.
11. Traces first and last names.
12. Writes first and last names.
13. Prints name on primary paper using lines.
14. Colors, remaining within lines 95% of time.
15. Cuts out and pastes simple shapes.
16. Tears simple shapes from paper.
17. Draws a person with 3-5 body parts: head, legs, eyes, mouth, and nose.
18. Painting with brush: gives name to picture not readily understandable to others.
19. Painting with brush: objects and designs are crude or imperfect in size and space relationships, but usually recognizable.
20. Makes crude objects not always recognizable by others out of clay.

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Patty Killoran

References:

Brigance. 1978. Fine Motor Skills and Behaviors. Curriculum Associates Inc., Woburn, Mass., pages 62-3, 69, 72-3, 74, 76-7, 79, 82, and 84.

Portage Project. 1976. Portage Guide. Cooperative Education Service Agency 12, Portage, Wi., Motor, cards # 111, 121, 125, and 137.

Santa Cruz County (California) Schools. 1973. Behavioral
Characteristics Progression (BCP) Vont Corp., Palo Alto. 52p.
(Strand 37)

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1B-
goal number: 5

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Curriculum area: READING

Annual goal: Increases pre-readiness skills for reading.

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date/code	Short-term instructional objectives
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1. Wants to hear the same story repeated. (Brigance, Albert. 1978. p.185).
2. When asked to tell a short story that s/he has read to him many times, the student will be able to look at the pictures and tell the story almost word for word. (Striefel and Cadez. 1983. p.174, #13).
3. When shown simple pictures of objects, persons, etc., with parts missing, the student will be able to identify the missing part. (Striefel and Cadez. 1983. p.174, #17).
4. Tries to read books from memory.
5. Is interested in different kinds of stories.
6. Matches, points to when examiner names, and identifies red, blue, green, yellow, orange, purple, black, brown, white, pink, gray. (Brigance, Albert. 1978. p.153).
7. Reproduces pegboard designs in terms of number, color, and direction. (Santa Cruz County Schools. 1973. Strand 34, #7.0).
8. When given three randomly arranged pictures which when placed in the correct sequence depict an obvious series of events that might occur in a story, the student will correctly sequence the pictures. (Striefel and Cadez. 1983. p.176, #21).
9. When shown his/her first name printed carefully in large letters on a card, the student will be able to identify it as his/her name. (Striefel and Cadez. 1983. p.176, #23).
10. Recalls 4 objects seen in a picture. (Portage Project. 1976. Cognitive #68).
11. Discriminates between two like or different symbols: Designs. (Brigance, Albert. 1978. p.187).
12. Predicts what happens next in a story. (Portage Project. 1976. Cognitive #109).
13. Can recall a sequence of events.
14. Tells story in proper sequence of situation in personal life.
15. Matches, points to when examiner names, and identifies, upper case letters. (Brigance, Albert. 1978. p.193 & 195).
16. Matches, points to when examiner names, and identifies, lower case letters. (Brigance, Albert. 1978. p.194 & 196).
17. Reads 10 survival words by sight: go, stop, in, out, boys, girls, exit, enter, men, women. (Brigance, Albert. 1978.

- p.213).
18. When shown a letter, the student is able to recognize and verbalize the sound produced by the letter: m, s, r, f, d, th, c, n, t, g, l, w, sh, and the short vowel sounds(a,e,i,o,u). (Striefel and Cadez. 1983. p.176, #25).
 19. When a word is said slowly, the student will be able to repeat the word in a normal speaking rate. (Striefel and Cadez. 1983. p.176, #26).
 20. When shown two or three simple actions in a specified order, the student will imitate those actions in the exact order. (Striefel and Cadez. 1983. p.176, #27).
 21. When given the directions "first, next, and last" to use in repeating a sequence of actions, the student will be able to perform correctly. (Striefel and Cadez. 1983. p.176, #28).
 22. When shown a printed word with an arrow underneath to cue left to right direction, the student will sound out the letters in the words slowly, blending the sounds as s/he goes. (Striefel and Cadez. 1983. p.176, #31).
 23. When given a specific word ending such as "am" the student is able to take an initial sound such as "s" and state a rhyming word, e.g. "sam". (Striefel and Cadez. 1983. p.177, #35).

Criteria: 80% for 3 consecutive days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development . Curriculum Associates, Woburn, Mass.

Portage Project. Portage Guide . 1976. Cooperative Education Service Agency 12, Portage, WI. 535 cards .

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide . Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed
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X = completed

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curriculum module: 1B -
goal number: 6

Curriculum area: Expressive Language

Annual goal: The student communicates to persons within the home and educational setting by the use of prosody, tone of voice and conventional gestures accompanied with the use of some highly familiar and frequently use words using the content areas of notice, nomination, negation, and action, recurrence, possession and location.

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date/code Short-term instructional objectives

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1. Uses conventional gestures or single words signs to direct attention of another person in order to establish a specific entity or event as joint referent topic of communicative interaction. eg. points to or labels object and proceeds to bring object to teacher etc.
2. Responds with appropriate conventional gestures, words, or actions to simple wh-questions (what, where, who, which.)
3. Maintains joint referent topic through at least 3 interactive turns.
4. Responds appropriately to contact by peers and initiates positive interactions with peers.
5. Intentional communication now takes the form of conventional gestures and intonated vocalizations, eg. Vocalizes and points to desired object out of reach; vocalizes and holds up empty cup for more etc.
6. The following communicative intentions are expressed; Request specific entity or action, protest or rejection, direct receiver's attention to external entity or event, Greeting, Answer or reply, request information or confirmation and others.
7. The student uses the following conventional signals: Point, Give, Show, Request, Wave, Head nod or shake, and Appropriately intonated vocalizations.
8. Child produces a limited number of true words (vocal or Manual) these words are closely tied to specific contexts and functions.
9. The student will demonstrate use of the following linguistic performatives: Request specific action on entity, Protest or rejection, Direct receiver's attention to self, Direct receiver's attention to external entity or event and request information or confirmation.

Criteria:

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.
Developmental Communication Curriculum Charles E. Merrill

Publishing Company. Columbus Ohio 43216

Owens Robert E. Jr. Program for the acquisition of language with
the Severely Impaired Charles E. Merrill Publishing Company
Columbus Ohio 43216

McLean, James E. and Lee S. et.al. 1981 Process-Oriented Education
Programs for the Severly Handicapped Adolescent Bureau of Child
Research University of Kansas, Parsons Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1B-
goal number: 7

Curriculum area: RECEPTIVE LANGUAGE

Annual goal: The child will demonstrate skills in the areas of object relationships, Representation, Interaction skills and Comprehension which will allow him to function in his Educational, Home living, and Social, settings.

=====

date/code	Short-term instructional objectives
	1. The Child will demonstrate the ability to use tools in an appropriate way, eg. screwdriver, hammer, can opener, key etc.
	2. Independently carries out a chain of behaviors requiring sequenced action on two or more objects. eg. Assembles or constructs items from component parts.
	3. When presented with photo of object, selects equivalent object from an array of three items. When presented with object, can select equivalent photo from array of 3 photos.
	4. Matches objects on the basis of size, shape or color.
	5. Matches objects on the basis of their functional properties, such as things to be eaten, things to wear, things to write with.
	6. Responds appropriately to requests for a few specific and familiar objects that are out of sight, or to request for familiar actions without accompanying facial, gestural, or intonational cues.
	7. Responds appropriately to utterances that require comprehension of at least 2 of the words.

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Criteria:

References: Owens Robert E, Jr. Program for the Acquisition of language with the Severely Impaired Charles E. Merrill Columbus, Ohio 43216 1982

McLean, James E. and Lee S. et.al. Process-Oriented Education Programs for the Severely Handicapped Adolescent, Bureau of Child Research University of Kansas Parsons Research Center Oct. 81

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 1B
goal number: 1

Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and cooperatively with other students for periods of up to 10 minutes.

[illegible]

1. Assemble toy(s), which have up to 4 parts, independently when sitting in a chair at a table.
2. Assemble toy(s), which have up to 4 parts, cooperatively with one other student while sitting in a chair at a table.
3. Assemble toy(s), which have up to 8 parts, cooperatively with one other student in an unconfined environment for periods of up to 10 minutes.
4. Play productively with a toy (i.e. ride a trike, swing) in a room or confined environment without prompts to stay on task for periods of up to 10 minutes.
5. Play with large toys, which require some type of assembly or manipulation, (i.e. building blocks larger than 6" tall, play kitchen, play gardening) for periods of up to 10 minutes without prompts to stay on task.
6. Play cooperatively with one other student as in #5 above for periods of up to 10 minutes.
7. Achieve a on task behavior rating for 10 minutes of 80% over 5 consecutive days.
8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

Criteria: to be set in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1B-

goal number: 9

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Curriculum area: JOB RELATED

Annual goal: The parent(s) will set tentative life goals for their child, and the student will start to develop habits that will transfer into good worker traits.

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date/code

Short-term instructional objectives

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1. The parent(s) will set tentative life goals for the student which will include vocational placement, and domestic placement goals
2. The student will work for tangible and token rewards.
3. The student will follow class rules.
4. The student will initiate a negotiation process with students who he has conflicts with and report unsolvable problems to his/her classroom supervisor.
5. The student will react appropriately to criticism by other students and teachers.
 - a. Ignore inappropriate criticism
 - b. Make changes from appropriate criticism.
6. Tells own first and last name when requested.
7. States if they are a girl or a boy.
8. Controls temper well: verbalizes feelings in a manner acceptable to home, school, etc. (Santa Cruz County Schools. 1973., Strand 24, #34.0).
9. Comforts playmates in distress. (Santa Cruz County Schools. 1973., Strand 25, #39.0).
10. Adjusts behavior to fit rules and routines of different situations. (Santa Cruz County Schools. 1973., Strand 23, #34.0).
11. Finds way to and from classroom to bus, bathroom, and cafeteria.
12. Student needs minimal assistance in bathroom.

Criteria: Teacher and parent observation as to appropriate social skills.

Compiled by: Dave Blaylock, Ellyn White

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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curriculum module: 1B-
goal number: 10

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Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

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date/code	Short-term instructional objectives
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1. The student will improve his/her visual motor skills used in writing and simple art work and use these skills on a daily basis.	
2. The student will sort objects by size, shape, configuration, and texture without the use of vision.	
3. The student will control eye-hand coordination in daily tasks of eating, dressing, writing, and manipulating toys and use these skills on a daily basis.	
4. The student will demonstrate needed muscle power to perform normal daily activities of walking, climbing, game playing and running.	
5. The student will play kinesthetic games that require walking in straight lines, and using ones body in space.	
6. The student will perform tasks that require the use of one preferred hand and the assist of an other hand (i.e. writing, playing with small toys, and eating).	
7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.	
8. The student will perform tasks that require the following hand manipulation:	
a. pinch	
b. twist	
c. push together	
d. pull apart	
e. grasp pencil with the ends of the fingers and rest between thumb and index finger.	
Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.	
References: McCarron, 1976, p203; McCarron-Dial Systems, 1981; McCarron, Dial, 1979.	

- =====
1. The student will improve his/her visual motor skills used in writing and simple art work and use these skills on a daily basis.
 2. The student will sort objects by size, shape, configuration, and texture without the use of vision.
 3. The student will control eye-hand coordination in daily tasks of eating, dressing, writing, and manipulating toys and use these skills on a daily basis.
 4. The student will demonstrate needed muscle power to perform normal daily activities of walking, climbing, game playing and running.
 5. The student will play kinesthetic games that require walking in straight lines, and using ones body in space.
 6. The student will perform tasks that require the use of one preferred hand and the assist of an other hand (i.e. writing, playing with small toys, and eating).
 7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.
 8. The student will perform tasks that require the following hand manipulation:
 - a. pinch
 - b. twist
 - c. push together
 - d. pull apart
 - e. grasp pencil with the ends of the fingers and rest between thumb and index finger.

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981; McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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curriculum module: 1B-
goal number: 11

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Curriculum area: Orientation Mobility

Annual goal: The student will travel with supervision to a few
predetermined destinations in the school and neighborhood.

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date/code Short-term instructional objectives

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1. The student will cross residential streets in predetermined places without safety violations (i.e. not looking all ways for cars, walking too soon or too late, not yielding to nonyielding traffic, waiting to walk in the street).
3. Find and identify by name at least 2 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
5. Cooperate with adult supervisors while riding on an intercity bus (i.e. board unassisted, sit in seat, follow rules, use appropriate volume of voice).
6. Walk with individual adult supervisors to destinations within 1/2 mile at his/her best rate of speed.

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

54

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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 X = completed

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curriculum module: 1B-
goal number: 12

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Curriculum area: SOCIALIZATION

Annual goal: 1. Child will engage in associative play.
 2. Child will use good manners with prompts from a
 caregiver if necessary.
 3. Child will demonstrate appropriate emotional
behaviors with prompts from a caregiver if necessary.
 4. Child will demonstrate appropriate conversational
skills when a caregiver models the skills.

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date/code	Short-term instructional objectives
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- | | |
|----|--|
| 1. | Child will engage in associative play.
a. Child will play quietly without fighting with another
child of approximate age for 20 minutes.
b. Child will engage in imaginative pretend play with
another child of approximate age for 20 minutes. |
| 2. | Child will use good manners with prompts from a caregiver if
necessary.
a. Child will say "please" and "thank you".
b. Child will say, "hello" and "good bye".
c. Child will cover sneezes and coughs with a hand or
tissue.
d. Child will say "excuse me" when appropriate. |
| 3. | Child will demonstrate appropriate emotional behaviors.
a. Child will express a variety of emotions with words or
sings and state how it feels.
b. Child will refer to him/herself by "I".
c. Child will recognize and call attention to his/her own
accomplishments. |
| 4. | Child will demonstrate appropriate conversational skills.
a. Child will fill his/her turn in a conversation.
b. Child will fill his/her turn with a response relevant to
the topic or situation.
c. Child will take turns listening and talking in a
conversation. |

Criteria:

Compiled by: David Blaylock, Patty Killoran, Orvil Stokes

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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X = completed

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curriculum module:18
goal number:13

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Curriculum area:FOOD RELATED

Annual goal:The student will participate in food preparation and demonstrate eating skills.

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date/code Short-term instructional objectives

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1. When asked to clear and wipe the table the student will do so.
2. When given the verbal cue "Set the table", the student will place placemats, silverware, plates, napkins, and cups with verbal instructions as necessary.
3. Given a brush, the student will wash produce with cold water.
4. When given foods that require stirring, the student will stir without spilling.
5. When given a selection of cooking ingredients, and given the verbal cue "Bring me the flour, sugar, salt, etc.", the student will pick out the specific ingredient asked for by the caregiver.
6. Given a selection of perishable and non-perishable foods and asked, "Which of these belong in the refrigerator?", the student will point to the correct ones.
7. When shown how, the student will dry dishes.
8. When shown how, the student will scrape dishes.
9. When presented with pictures or examples of the four food groups, and the verbal cue "Point to the _____.", the student will correctly point.
10. Given different types of food the student will choose the proper utensil.
11. Given a small milk carton, the student will open it and insert a straw.
12. The student will cut soft foods with a fork.
13. When eatings the student will place the proper amount of food in the mouth and chew with mouth closed. (Striefel and Cadez. 1983., p.125, #43).
14. When shown how, the student will open cans of juice using a triangular can opener.
15. When presented with a family style table the student will serve him/herself from a bowl with a serving spoon.
16. The student will request that food out of reach will be passed.
17. Opens containers with flip tops or screw tops.
18. When given equipment, the student will prepare toast or hot

cereal.

19. When shown how, the student will make a peanut butter and jelly sandwich.
20. When offered a cookie from a tray student will touch and take only one.

Criteria: 90% success for 3 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

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curriculum module: 1B-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Dresses appropriately for situation with minimal assistance.

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date/code Short-term instructional objectives

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1. Selects appropriate clothing for different occasions such as school, work, or play.
2. Selects appropriate outer clothing for rain and snow.
3. Selects outerwear, underclothes, shoes, and socks each time she/he dresses.
4. Selects appropriate clothing for cold and hot weather.
5. Dresses self completely except for help with difficult fasteners.
6. Ties shoes.
7. Tucks in shirt when requested.

Criteria: 100% success for 3 consecutive days.

Compiled by: Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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curriculum module: 1B-
goal number: 15

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Curriculum area: HEALTH AND HYGIENE

Annual goals: The student will attempt to maintain health and hygiene under the direct instruction of a caregiver.

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date/code Short-term instructional objectives

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1. The student will recognize the function of a comb, brush, soap, washcloth, toothbrush.
2. The student will attempt to bathe when given the proper equipment and assistance.
3. The student will attempt to comb and brush hair when given the proper equipment and assistance.
4. The student will attempt to brush his/her teeth when given the proper equipment and assistance.
5. The student will attempt to blow/wipe his/her nose when told to do so.
6. The student will cover his/her mouth during a cough or sneeze when told to do so.
7. The student will seek a caregiver when sick or injured.
8. The student will demonstrate independent toileting skills.

Criteria:

Compiled by: F. Fecteau

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1B-
goal number: 16

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Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

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date/code Short-term instructional objectives

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1. Assists in cleaning up spills or dirt.
2. Places trash in trash can.
3. Assists in cleaning his/her bedroom.
4. Picks up toys after play with prompts.
5. Mimics adult's concern about spill or dirt. (Santa Cruz County Schools. 1973, Strand 44, #1.0).
6. When shown how to dust a small table, the student will initiate correctly. (Striefel and Cadez. 1983., p. 213, #8).
7. When asked to get the dustpan and broom the student will go to the appropriate place and return with the broom and dustpan. (Striefel and Cadez. 1983., p.215, #16).
8. Student will vacuum open area of carpeting with some adult assistance.,
9. When standing in front of requested article at grocery stor, student will see it and pick it up.
10. Student is aware of dangers associated with appliances. (Stove could burn you, garbage disposal could cut you, electric can opener could cut you, etc.) (Apollini and Westaway. 1978., 3.10.2).
11. Notices when light is burned out and gets a new lightbulb with adults' assistance.
12. Assists with making own bed.

Criteria: 80% for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

Reference:

Apollini, Tony, and Westaway, Ann M. 1978. Becoming Independent

, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14 vols.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

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X = completed

curriculum module: 18-

goal number: 17

Curriculum area: LEISURE RECREATION

Annual goal: The child will demonstrate the ability to utilize free time at home and school with appropriate leisure activities.

date/code

Short-term instructional objectives

1. Plays for short periods unattended in familiar surroundings.
2. Interacts positively with adult in charge.
3. Tries a new play activity or material
4. Participates in directed activity for short periods.
5. Plays cooperatively alongside another person or group.
6. Shares toys and other possessions.
7. Takes turns with assistance.
8. Follows directions of adult in charge of activities.
9. Observes others outside of school and home involved in common leisure activities (e.g. baseball, talking etc.).
10. Models appropriate leisure behaviors of others (for example, sitting quietly in the theater, cheering at appropriate time behaving appropriately in public places).
11. Explores environment in and around neighborhood for leisure materials and activities (e.g. playground, park etc.).
12. Accompanies adult on social outing (e.g. church, dinner, movie, etc.).
13. Goes on field trips to community facilities and events with class or other small groups.
14. Participates in trips and new play activities and experiences with adult (e.g. zoo, camping etc.).

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977

McClennen Sandry E. Hoekstra Ronald R. Bryan James E. Social Skills For Severely Retarded Adults 1980 Research Press 2612 North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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 X = completed

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curriculum module: 1C-
goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

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date/code Short-term instructional objectives

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1. The student will identify specific times of day. When given pictures depicting day and nighttime activities, (going to school, going to bed) the student will point to the correct picture when asked "Show me something that we do at night."
2. The student will identify a digital clock and a "hand" clock as ways to tell time. For example, when asked "Is it time for lunch?", the student will look at a clock
3. The student will identify the large hand of a clock.
4. The student will identify the small hand of a clock.
5. The student will demonstrate an understanding of the concepts; large, small, short, long.
6. The student will demonstrate an understanding of the time concept, early, late, before, after, noon yesterday, today, tomorrow..
7. The student will identify a calendar
8. The student will learn the seasons of the year..

Criteria:

Compiled by: F. Fecteau

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1C-
goal number: 2

Curriculum area: MONEY

Annual goal: The student will learn basic money concepts, money vocabulary, and basic math numeration skills.

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date/code	Short-term instructional objectives
=====	

1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. The student will indicate uses for money-to buy food,clothes,toys,etc.
3. The student will sort objects according to shape,size,color,weight and length.
4. The student will match coins which are the same.
5. Given a handful of coins,the student will sort the coins into like stacks of each type of coin.
6. When shown a group of coins,the student will point to a penny,nickel,dime,quarter,and half dollar.
7. The student will understand simple money vocabulary such as cheap, valuable, expensive, inexpensive.
8. With adult supervision,the student will use a vending machine.

Criteria:

Compiled by: F. Fecteau

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 3

Curriculum area: MEASUREMENT

Annual goal: The student will learn basic measurement vocabulary and math numeration skills necessary for measurement skills.

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date/code	Short-term instructional objectives
	1. The student will recognize that common measurement devices have specific purposes i.e., rulers measure length ; scales measure weight.
	2. The student will recognize that certain objects cannot be lifted or jumped.
	3. The student wwill discriminate between large and small, big and little, thick and thin, heavy and light, long and short, more and less.
	4. With adult supervision, the student will use a measuring cup and spoons in cooking and other functional situations.
	5. The student will identify a ruler, scales, measuring cups and spoons, tape measure. The student will point to the items when given a verbal prompt.

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Criteria:

Compiled by: F. Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.
Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 1C
goal number: 4

Curriculum area: WRITING

Annual goal: Increase fine motor skills used for writing.

date/code	Short-term instructional objectives
	1. Cuts soft clay with cookie cutter.
	2. Strings one-inch beads.
	3. Unscrews and screws three-inch lid.
	4. Folds paper.
	5. Strings half-inch beads.
	6. Winds up toy.
	7. Unscrews and screws on a one-inch lid.
	8. Sorts dissimilar objects.
	9. When given 5 nails or pegs, the student will hammer them into a pounding board or pegboard correctly, upon request, or in imitation.
	10. Builds block tower (1 inch cubes) of 5-10 blocks.
	11. Completes puzzle, not inset, of 3-5 pieces.
	12. Scribbles and seldom goes off page.
	13. Grasps pencil between thumb and forefinger, resting on third finger.
	14. Draws a ball or apple when shown how.
	15. Imitates drawing a circle, vertical line, and horizontal line.
	16. Copies a circle, vertical line, and horizontal line.
	17. Holds paper for cutting.
	18. Cuts 13 cm paper in two.
	19. Cuts 13 cm line within 12 mm in 15 seconds.
	20. Cuts along an 8 inch straight line within 1/4 inch of line.
	21. Painting with brush: regards process as more important than end product.
	22. Painting with brush: experiments with vertical and horizontal lines, dots, or circular movements.
	23. Makes flat round cakes with clay.
	24. Makes rolled ropes with clay.
	25. Makes balls with clay.

Criteria: 80% accuracy for 5 consecutive days.

References:

Brigance, Albert. 1978. Fine Motor Skills and Behaviors. Curriculum Associates, Woburn, Mass., pages 61-2, 67-8, 69, 70-1, 75-6, 78-9, 82, and 84.

Portage Project. 1976. Portage Guide. Cooperative Educational Services Agency 12, Portage, Wi., Motor, cards # 70, 78, 95.

Striefel and Cadez. 1983. The Program Assessment and Planning Guide for Developmentally Disabled and Preschool Children. Charles Thomas, Springfield, Ill., Fine Motor, page 56.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 5

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Curriculum area: READING

Annual goal: Increase awareness of books, stories, and the concept
same and different.

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date/code

Short-term instructional objectives

- =====
1. When going past stores, restaurants, and/or billboards, the student will recognize the name of the business or its product by its trademark (e.g., McDonald's golden arches; french fries, hamburger, etc.). (Striefel and Cadez. 1983. p.174, #11).
 2. When a story appropriate to his/her age is read, the student will be able to sit quietly and listen to the whole story. (Striefel and Cadez. 1983. p.174, #77).
 3. Points to simple pictures that adult names i.e. "Where's the dog?".
 4. Turns pages of book 2-3 at a time to find named picture. (Portage Project. 1976. Cognitive #24).
 5. Turns pages individually when looking at a book. (Brigance, Albert. 1983. p.185).
 6. Finds specific book on request. (Portage Project. 1976. Cognitive #25).
 7. When shown his/her first name printed carefully in large letters on a card, the student will be able to identify it as his/her name. (Striefel and Cadez. 1983. p.176, #23).
 8. Can identify between same and different pictures and drawings of things and shapes.
 9. Matches objects by color, size, and shape. (Santa Cruz County Schools. 1976. Strand 34, #6.0).

Criteria: 80% for 5 consecutive days.

Compiled by: Ellyn White.

References:

Portage Project. Portage Guide . 1976. Cooperative Education
Service Agency 12, Portage, WI. 535 Cards .

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide . Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 6

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Curriculum area: EXPRESSIVE LANGUAGE

Annual goal: The child communicates to persons within his name and educational settings using prosody and tone of voice accompanied by conventional gestures, such as point, show etc. and begins to produce imitate word productions produced by the trainer and name common objects within his environment.

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date/code	Short-term instructional objectives
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1. Prior to communicating specific need or information, the child assures that other person is attending by tugging at sleeve, vocalizing loudly, waving at person, establishing proximity, etc.
2. If the child maintains proximity and attention to an activity which has been established by another person as the focus of an interaction.
3. When another person initiates a familiar turn-taking routine, child waits while partner takes a turn.
4. When partner concludes a turn in a familiar turn-taking game or routine, child fills own turn, anticipation the pattern in a chain of alternating events.
5. Points to, looks at, touches shows, gives or in other ways directs person's attention in order to establish an object or activity as the focus of an interaction. May bring person to object or activity, or bring object to the person.
6. Tries to affect the attention or action of another person and clearly expects a response to primitive, non-conventional signals eg. child may look briefly at receiver while reaching for object beyond reach, looks up at adult, raising arms to be picked up.
7. Child demonstrates the following communicative intents: 1. Request specific entity or action. 2. Protest or rejection. 3. Direct receiver's attention to self. 4. Direct receiver's attention to external entity or event.

Criteria:

Im15

References:

Hanna Rosmarie P., Lippert Emily A., Harris Ann B.
Developmental Communication Curriculum Charles E. Merrill
Publishing Company Columbus, Ohio 43216

Owens Robert E. Jr. Program for the Acquisition of language

with the Severely Impaired . Charles E. Merrill Columbus,
Ohio 43216

Musselwhite Caroline R. St. Louis Karen W. Communication
Programming for the Severely Handicapped College-Hill
Press 4580-E Canyon Road San Diego, California 92120

McLean, James E. and Lee S. et.al. 1981 Process-Oriented
Education Programs for the Severly Handicapped Adolescent.
Bureau of Child Research University of Kansas Parsons
Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 7

Curriculum area: RECEPTIVE LANGUAGE

Annual goal: The child will demonstrate increasing skill levels in the areas of object relationships, Representation, Interaction skills and comprehension.

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date/code Short-term instructional objectives

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1. Acts on different novel objects in different ways, depending upon their characteristics.
2. Combines two or more objects within one activity
3. Initiates or reinstates actions or effects produced by objects through direct manipulation of objects
4. Initiates or reinstates actions or effects produced by objects through appropriate manipulation of activation mechanisms, winds key on wind-up toy etc.
5. Uses an intermediate object as a means for acting on another object. Tool should be readily available.
6. Manipulates at least 10 familiar objects in appropriate manner according to their conventional and functional use.
7. Retrieves desired object after observing in being concealed in such a way that it might be found in any one of the limited number of possible locations.
8. When presented with an item, selects an identical item from a display of 3 items.
9. Responds appropriately to conventional gestures such as point, wave, beckon, request
10. reproduces adult's behavior with an object.
11. Responds appropriately to gestures that mimic or pantomime the functions of an object or the action to be performed.
12. Imitates gesture or simple vocal pattern/sounds or other action not involving an object.
13. Responds appropriately to request for a few specific and familiar objects that are within sight, without accompanying facial, gestural, or intonational cues.

Criteria:

Reference:

Owens Robert E, Jr. Program for the Acquisition of language with the Severely Impaired Charles E. Merrill Columbus, Ohio 43216 1982

McLean, James E. and Lee S. et.al. Process-Oriented Education Programs for the Severely Handicapped Adolescent, Bureau of Child Research University of Kansas Parsons Research Center Oct. 81

Hanna Rosemarie P., Lippert Emily A., Harris Ann B. Developmental
Communication Curriculum Charles E. Merrill Publisher

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C
goal number: 8

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Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and cooperatively with other students for periods of up to 10 minutes.

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date/code Short-term instructional objectives

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1. Assemble toy(s), which have up to 4 parts, independently when sitting in a chair at a table.
2. Assemble toy(s), which have up to 4 parts, while working along side an other student while sitting in a chair at a table for periods of up to 10 minutes.
3. Assemble toy(s), which have up to 4 parts, cooperatively with one other student in an unconfined environment for periods of up to 10 minutes.
4. Play productively with a toy (i.e. ride a trike, swing) in a room or confined environment without prompts to stay on task for periods of up to 10 minutes.
5. Play with large toys, which require some type of assembly or manipulation, (i.e. building blocks larger than 6" tall, play kitchen, play gardening) for periods of up to 10 minutes without prompts to stay on task.
6. Play cooperatively with one other student as in #5 above for periods of up to 10 minutes.
7. Achieve a on task behavior rating for 10 minutes of 70% over 5 consecutive days.
8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

Criteria: to be set in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 1C -
goal number: 9

Curriculum area: JOB RELATED

Annual goals: The parent(s) will set tentative life goals for their child, and the student will start to develop habits that will transfer into good worker traits.

date/code	Short-term instructional objectives
	1. The parent(s) will set a tentative life goal for the student which will include vocational placement, and domestic placement goals.
	2. The student will work for tangible rewards.
	3. The student will follow class rules.
	4. The student will eat in cafeteria using acceptable table manners with verbal or physical prompts.
	5. The student will carry own tray to the table without stopping.
	6. The student will wait his/her turn in everyday living skills such as getting a drink, using the bathroom, and getting his/her lunch.
	7. Tells or signs first name.
	8. Follows 1 step directions.
	9. Plays independently without prompts.
	10. Uses "Please" and "Thank you" with reminders.
	11. Follows routine of daily living without prompts.
	12. Finds way to and from bus to classroom.
	13. Student needs some assistance in bathroom.
	14. Makes wants and desires known.
	Criteria: Teacher and parent observation as to appropriate social skills.

1. The parent(s) will set a tentative life goal for the student which will include vocational placement, and domestic placement goals.
2. The student will work for tangible rewards.
3. The student will follow class rules.
4. The student will eat in cafeteria using acceptable table manners with verbal or physical prompts.
5. The student will carry own tray to the table without stopping.
6. The student will wait his/her turn in everyday living skills such as getting a drink, using the bathroom, and getting his/her lunch.
7. Tells or signs first name.
8. Follows 1 step directions.
9. Plays independently without prompts.
10. Uses "Please" and "Thank you" with reminders.
11. Follows routine of daily living without prompts.
12. Finds way to and from bus to classroom.
13. Student needs some assistance in bathroom.
14. Makes wants and desires known.

Criteria: Teacher and parent observation as to appropriate social skills.

Compiled by: Dave Blaylock, Ellyn White

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 10

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Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

=====

date/code Short-term instructional objectives

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1. The student will visually track objects.
2. The student will use a large writing instrument to write his first name.
3. The student will use a spoon and fork unassisted to feed him/her self.
4. The student will play games that require sorting by shape, size, and texture.
5. The student will control eye-hand coordination in daily tasks of eating, dressing, writing, and manipulating toys and use these skills on a daily basis.
6. The student will demonstrate ample muscle power for personal mobility, eating, and sitting.
7. The student will control his/her body in games and activities that require movement within confined spaces.
8. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.
9. The student will use his/her hands to perform the following manipulations:
 - a. pinch
 - b. twist
 - c. push together
 - d. pull apart
 - e. use the tips of the fingers to hold a pencil

Criteria: Subject to evaluation

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed	curriculum module: 1C
/ = being worked on	goal number: 11
X = completed	

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Curriculum area: Orientation Mobility
Annual goal: The student will move to destinations in his school and home with minimal assistance.

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date/code	Short-term instructional objectives
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1. When given the command to go to a destination in the schoolroom, the student will move to that place.
2. When given the command to go to a destination in his/her home, the student will go to that place.
3. The student will play with minimal supervision on the school playground for periods of up to 20 minutes.

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:
Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student: _____

Date: _____

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 12

Curriculum area: SOCIALIZATION

Annual goals: 1. Child will be able to attend for 15-20 minutes.

2. Child will engage in cooperative play.

3. Child will demonstrate conversational skills.

4. Child will imitate good manners demonstrated by a caregiver.

5. Child will imitate appropriate emotional behaviors demonstrated by a caregiver.

date/code

Short-term instructional objectives

- =====
1. Child will be able to attend for 15-20 minutes.
 - a. Given stimulation toys the child will play unattended for 20 minutes.
 - b. Child will sit quietly and listen while songs are sung or stories told for 15-20 minutes.
 - c. Child will sit still and participate in an activity for 15-20 minutes.
 2. Child will engage in cooperative play.
 - a. The child will play with other children without fighting.
 - b. The child engages in simple make believe activities e.g., plays house, cowboys, He-man.
 - c. Given the cue, "Share your toy with _____" the child will share under protest.
 - d. The child shows increasing interest in playing with others rather than play alone.
 3. The child will demonstrate conversational skills.
 - a. Child will engage in dialogues with or without words, taking turns in making sounds back and forth.
 - b. Child will fill his/her turn in play or conversations.
 - c. Child will be able to direct the attention of others.
 4. The child will imitate good manners demonstrated by a caregiver.
 - a. Child will say "please", and "Thank you" when directed by a caregiver.
 - b. Child will say "hello", and "goodbye" when directed by a caregiver.
 5. The child will imitate appropriate emotional behaviors demonstrated by the caregiver.

- a. Child will channel frustration by following the suggestions of a caregiver e.g., asking for help, putting task aside, doing something else, punching a pillow.
- b. Child will express anger in a verbal form after the caregiver has helped child to recognize the anger.

Reference:

McLean, Snyder-McLean, 1981, module 2.

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p. (pp. 84-88.)

Compiled by: David Blaylock, Patty Killoran, Orvil Stokes

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module:1C

goal number:13

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Curriculum area:FOOD RELATED

Annual goal:The student will cooperate in food preparation and demonstrate eating skills.

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date/code

Short-term instructional objectives

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1. When shown how, the student will scrape his plate.
2. When presented with a variety of food, the student will choose the proper utensil.
3. When presented with clean sorted dishes, the student will put them away.
4. When presented with a pitcher and glass, the student will fill the glass without spilling.
5. The student will set the table when it is demonstrated for him.
6. Carries own tray through serving line. (Santa Cruz County Schools. 1973., Strand 3, #48.0).
7. Uses spoon for liquids and semi-solids and fork for solids. (Santa Cruz County Schools. 1973., Strand 3, #41.0).
8. When offered a cookie from a tray, student will touch and take only one.
9. When shown how to wipe a table with a wet rag the student will imitate correctly.
10. When shown how to place silverware and plates on the table the child will imitate correctly.

Criteria: 80% success for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp.,

Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Dresses and undresses self with minimal help except with difficult fasteners.

=====

date/code Short-term instructional objectives

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1. Knows front and back of clothes. (Brigance, Albert. 1978. p.101).
2. Knows when clothes are inside out and turns if needed. (Brigance, Albert. 1978. p.102).
3. Puts on "pullover" garments. (Brigance, Albert. 1978. p.96).
4. Removes "pullover" garments. (Brigance, Albert. 1978. p.94).
5. Puts on "pull up" garments. (Brigance, Albert. 1978. p.96).
6. Removes "pull down" garments. (Brigance, Albert. 1978. p.94).
7. Puts on dress. (Brigance, Albert. 1978. p.96).
8. Takes off dress. (Brigance, Albert. 1978. p.94).
9. Puts on socks. (Brigance, Albert. 1978. p.96).
10. Takes off socks. (Brigance, Albert. 1978. p.94).
11. Puts on shoes. (Brigance, Albert. 1978. p.96).
12. Takes off shoes. (Brigance, Albert. 1978. p.94).
13. Puts on coat. (Brigance, Albert. 1978. p.96).
14. Takes off coat. (Brigance, Albert. 1978. p.94).
15. Puts hat on head. (Portage Project. 1976. Card #18, Self-Help).
16. Takes hat off. (Portage Project. 1976. Card #18, Self-Help).
17. Puts shirt on. (Brigance, Albert. 1978. p.96).
18. Takes shirt off. (Brigance, Albert. 1978. p.94).

Criteria: 100% success for 4 consecutive days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Woburn, Mass.

Portage Project, Portage Guide. 1976. Cooperative Education Service Agency 12, Portage, WI. 535 Cards.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1C-
goal number: 15

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Curriculum area: HEALTH AND HYGIENE

Annual goal: The student will attempt to maintain health and hygiene with verbal instructions and physical assistance from a caregiver.

=====

date/code Short-term instructional objectives

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1. The student will recognize the function of a comb,brush,soap,washcloth, toothbrush.
2. The student will attempt to bathe when given the proper equipment and assistance.
3. The student will attempt to comb and brush hair when given the proper equipment and assistance.
4. The student will attempt to brush his/her teeth when given the proper equipment and assistance.
5. The student will attempt to blow/wipe his/her nose when told to do so.
6. The student will seek a caregiver when sick or injured.
7. The student will cooperate and attempt to care for toileting needs under the direct instruction of a caregiver.
 - a.The student will model a sign or vocalization for "toilet"
 - b.The student will pull his/her pants up and down
 - c.The student will use toilet tissue.
 - d.The student will flush the toilet.
 - e.The student will wash and dry his/her hands.

Criteria:

Compiled by:F.Fecteau

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1C-
goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

=====

date/code	Short-term instructional objectives
	1. Assists in cleaning up spills or dirt.
	2. Places trash in trash can.
	3. Assists in cleaning his/her bedroom.
	4. Picks up toys after play with prompts.
	5. Mimics adults cleanup behavior. (Santa Cruz County Schools, 1973., Strand 44, #2.0).
	6. When asked to get the dustpan and broom, student will go to the appropriate place and get them with assistance.
	7. When asked to hold the dustpan on the floor to sweep dirt into it, student will do so with assistance.
	8. Student will turn vacuum on and off at adult's request.
	9. Student will vacuum open area of carpeting under direction of adult.
	10. When asked to point to specific appliance in kitchen, student will do so. (stove, refrigerator, toaster, mixer, electric can opener, and microwave.) (Apollini and Westaway, 1978., 3.10.1).
	11. Notices when light is burned out.
	12. Pulls down bedspread and sheets to get into bed.

=====

Criteria: 80% success for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Apollini, Tony, and Westaway, Ann M. 1978. Becoming Independent
, Edmark Associates, Bellevue, WA. 14 vols.

Santa Cruz County Schools. 1973. Behavioral Characteristics
Progression (Santa Cruz County Schools. 1973.), Vort Corp.,
Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 1C-
goal number: 17

Curriculum area: LEISURE RECREATION

Annual goal: The child will demonstrate the ability to utilize free time or play time at school and home for appropriate leisure activities.

date/code	Short-term instructional objectives
	1. The child plays for short periods unattended in familiar surroundings.
	2. The child imitates other children and family members at home and school involved in leisure activity.
	3. Explores immediate environment within home and school for familiar activities and objects (kitchen utensils, toys and games).
	4. Explores selected environment for new play objects and new materials.
	5. Notices scenery and people when riding in vehicle.
	6. Goes on short walks with adults to explore environment.
	7. Roams and explores randomly to specified boundaries (within entire room, yard, etc.).
	8. Uses designated locations for play activities.
	9. Observes others, shows likes and dislikes for leisure activities.
	10. Plays for short period with chosen peer in chosen play activity.
	11. Shows pleasure or displeasure with peer by interacting with him or ignoring him.
	12. Chooses one play activity or play object (from a choice of several) with assistance.

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977

McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social skills for Severely Retarded Adults 1980 Research Press 2612
North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1D-
goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

=====

date/code Short-term instructional objectives

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1. The student will identify a "hand" clock and a "digital" clock as not a toy or a food item.
2. Given two objects, the student will discriminate between little-big, large-small, short-long.
3. The student will demonstrate an awareness of routine activities based on time -morning-breakfast ;night-darkness-bedtime. The student will look at a clock when asked "Is it time for breakfast,lunch,recess, etc. "
4. The student will demonstrate an understanding of the time concepts of early, late, before, after.

Criteria:

Compiled by: F. Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1D-

goal number: 2

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Curriculum area: MONEY

Annual goal: The student will learn basic money concepts, money vocabulary, and basic math numeration skills.

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date/code

Short-term instructional objectives

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1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. When asked "Where is some money to go to the store?", the student will point to an assortment of money -coins or bills.
3. The student will sort objects according to shape and color.
4. The student will match coins which are the same.
5. Given a handful of coins, the student will sort them into like stacks of each type of coin.
6. The student will understand simple money vocabulary such as cheap, expensive.
7. With adult supervision, the student will use a vending machine.

Criteria:

Compiled by: F. Fecteau

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1D-
goal number: 3

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Curriculum area: MEASUREMENT

Annual goal: The student will learn basic measurement vocabulary and math numeration skills necessary for measurement skills.

=====

date/code Short-term instructional objectives

=====

1. The student will discriminate between large and small, big and little, long and short.
2. The student will recognize that certain objects cannot be lifted or jumped.
3. The student will sort objects by size and length.
4. The student will identify a ruler, scales, measuring cups and spoons, tape measure. The student will point to the items when given a verbal prompt.

Criteria:

Compiled by: F. Fecteau

References

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

52p. (Strand 37)

Striefel and Cadez. 1983. The Program Assessment and Planning Guide for Developmentally Disabled and Preschool Children, Charles Thomas, Springfield, Ill., Fine Motor, page 54.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1D-
goal number: 5

Curriculum area: READING

Annual goal: Increase awareness of books. Begin basic imitative skills.

=====

date/code	Short-term instructional objectives
	1. Plays with books as toys. (Santa Cruz County Schools. 1973. Strand 34, #1.0).
	2. When pictures are shown to the student, he/she will look at the pictures momentarily. (Striefel and Cadez. 1983. p.173, #1).
	3. Turns book right-side-up. (Brigance, Albert. 1978. p.185).
	4. Turns several pages at once. (Brigance, Albert. 1978. p. 185).
	5. Looks selectively at pictures. (Brigance, Albert. 1978. p. 185).
	6. When shown a picture book, the student will sit quietly with an adult and look at the pictures while the adult points to the pictures and names them.
	7. Imitates simple finger plays such as "Ten Little Indians".
	8. Listens quietly to story on record while book is being held up to show pictures.

=====

Criteria: 80% for 5 consecutive days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Woburn, Mass.

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide. Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1D-

goal number: 6

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Curriculum area: EXPRESSIVE LANGUAGE

Annual goals: The child will exhibit intentional communicative behavior

which can be interpreted and assigned meaning by parents and other persons within the home and the child's educational settings. See also objectives in the area of receptive language.

=====

date/code

Short-term instructional objectives

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1. The child maintains proximity to person who approaches, talks, and maintains close proximity.
2. The child visually focuses briefly on the face of a person who approaches within four feet and speaks.
3. When a person in the same room approaches and speaks to student, the student maintains gaze toward the person as the person continues to talk.
4. When offered an interesting object or if offered a person's hand, takes that object or hold the person's hand.
5. When person extends an open palm and student is holding an object, student releases object into the extended hand.
6. Seems to enjoy and participate in playful interaction.
7. Produces responses in reaction to environmental stimuli that can be interpreted by caregivers as signals.
8. Child demonstrates behaviors which can be interpreted as signals of pleasure, comfort, displeasure, discomfort and others.
9. Child produces apparently purposeful behaviors in attempt to act on or affect the environment, which can be interpreted by caregivers as signals.
10. The child will demonstrate behaviors which can be interpreted as signals of 1. Desire for specific actions or entities, 2. Protest or rejection. 3. Interest in actions or entities. 4. Desire for attention to self. 5. other

Criteria:

References:

Hanna Rosemarie P., Lippert Emily A., Harris Ann B. Developmental Communication Curriculum Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Owens Robert E. Program for the Acquisition of language with the Severely Impaired Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Musselwhite Caroline R. St. Louis Karen W. Communication
Programming for the Severely Handicapped College-Hill Press
4580-E Alvarado Canyon Road
San Diego, California 92120

McLean, James E. and Lee S. et.al. 1981 Process-Oriented Education
Programs For the Severly Handicapped Adolescent, Bureau of
Child Research University of Knasas Parsons Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1D-

goal number: 7

Curriculum area: RECEPTIVE LANGUAGE

Annual goal: The child will demonstrate understanding of the early sensory motor skills in relation to object skills, representational abilities, social interaction and comprehension.

date/code

Short-term instructional objectives

1. The child will look briefly toward source of a change in movement or sound produced within visual field.
2. Child maintains visual attention to interesting displays for at least 5 seconds.
3. Child visually follows horizontal or vertical path of interesting objects moving directly in front of face.
4. Child will maintain proximity to person who approaches, talks, and maintains close proximity.
5. Child inhibits behavior to "no" or negative tone of voice, maintains behavior, smiles, etc to positive tone of voice.
6. shifts attention between two interesting objects or displays spaced widely apart.
7. Grasps and acts on interesting object held within reach.
8. Reaches for and locates objects that are out of sight when exposed to auditory cue from object.
9. retrieves desired object after observing it while it is concealed.
10. when a person in the same room approaches and speaks to the child the child turn and maintains gaze toward the person as the person continues to talk.
11. Recognizes environmental cues as signals for onset of familiar routines.
12. Completes familiar motion after being physically guided through a portion of it.
13. Responds appropriately to simple ritualized utterances in routine context when accompanied by gestural, facial and intonation cues.

.lm15

Criteria:

Reference:

Owens Robert E, Jr. Program for the Acquisition of language with the Severely Impaired Charles E. Merrill Columbus, Ohio 43216 1982

McLean, James E and Lee S. et. al. Process-Oriented Education
Programs For The Severly Handicapped Adolescent, Bureau of
Child Research University of Kansas Parsons Research Center
Oct. 81

McLean, James E. and LeeS. A Transactional Approach to Early
Language Training Charles E. Merrill Columbus, Ohio 43216
1978

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 10
goal number: 8

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Curriculum area: JOB TECHNICAL

Annual goal: The student will play with toys which require assembly or manipulation for periods of up to 5 minutes.

=====

date/code Short-term instructional objectives

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1. Assemble toy(s), which have up to 4 parts with an adult supervisor when sitting in a chair at a table.
2. Assemble toy(s) independently, which have up to 4 parts while sitting in a chair at a table for periods of up to 5 minutes.
3. The student will play with large toys (balls, blocks, trikes, swings) with an adult for periods of up to 10 minutes.

Criteria: to be set in the iep meeting

Written by: David Blayock

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module:1D -
goal number: 9

Curriculum area: JOB RELATED

Annual goal: The parents(s) will set tentative life goals for their child, and the student will start to develop habits that will transfer into good worker traits.

=====

date/code	Short-term instructional objectives
	1. The parent(s) will set a tentative life goal for the student which will include vocational placement, and domestic placement goals.
	2. The student will work for tangible rewards.
	3. The student will improve identified inappropriate social behavior.
	4. Finds way around classroom.
	5. Student eats in cafeteria using acceptable manners.
	6. Student carries own tray to table with help.
	7. Student needs total assistance in bathroom.
	8. Student will be aware of other students in the classroom.
	9. Uses "Please" with prompts.
	Criteria: Teacher and parent observation of appropriate social behaviors.
	Compiled by: Dave Blaylock, Ellyn White
	References:

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INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1D-
goal number: 10

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Curriculum area: SENSORY MOTOR

Annual goal: The student manipulate objects, and move about in his environment.

=====

date/code Short-term instructional objectives

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1. The student will visually track objects (i.e. eating utensils, toys presented to him/her, entertainment devices).
2. The student grasp a writing devise and copy large designs on paper or chalk boards.
3. The student will use a fork unassisted to feed him/her self.
4. The student will identify shapes when presented with a cue "point to the _____."
5. The student will demonstrate ample muscle power for personal mobility, eating, and sitting.
6. The student will demonstrate awareness of his body in his/her environment.
6. The student will tend to use a preferred hand in daily activities presented to him/her.

Criteria: Subject to evaluation

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 1D
goal number: 11

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Curriculum area: Orientation Mobility

Annual goal: The student will establish a method of mobility and move within his/her house, school, and play yard at school with minimal assistance

=====

date/code Short-term instructional objectives

=====

1. The student will establish a method of moving self within school, home, and the community (i.e. wheel chair, walker, walk)
2. The student will cross residential streets in the company of a responsible person.
3. When given the verbal cue to go to a specific place in the classroom, the student will go to that place without assistance.
4. Play in a confined area at school without direct supervision for periods of up to 15 minutes.
5. Walk with a group of students to activities in the school.
6. Walk with a group of students to destinations outside of the school.

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Written by: David Blaylock

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1D-
goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. Child will display interaction patterns that lead to conversational turn taking abilities.

2. Child will display the key elements of human commerce.

3. Child will engage in solitary play unattended for 10 minutes when presented with stimulation toys.

4. Child will engage in parallel play for 20 minutes given another child of approximately the same age.

=====

date/code	Short-term instructional objectives
	1. Child will display interaction patterns that lead to conversational turn taking abilities.
	a. Child will engage in reciprocal play e.g., rolling a ball back and forth, taking turns eating a pretend cookie.
	b. Child will engage in ritualized play routines e.g., peek a boo, while undressing caregiver waits while child removes sock and then says, "Whew! Stinky feet!"
	c. Child will engage in dialogues (with or without words), taking turns in making sounds back and forth.
	2. Child will display key elements of human commerce.
	a. Child will be able to engage the attention of another person.
	b. Child will be able to pay attention to another person.
	c. Child will establish a common focus of attention i.e., bring someone's attention to an object or event and maintain that focus
	d. Child will take his/her turn or fill his/her role in joint effort towards a common goal e.g., play pat a cake, say "Here I am!" when caregiver says "Where's _____?"
	e. Child will be able to imitate.
	3. Child will engage in solitary play for 10 minutes unattended when presented with stimulation toys.
	a. Given a top, busy box, music box, etc. the child will play with that toy without leaving the area or seeking the attention of another.
	4. Child will engage in parallel play for twenty minutes given another child of approximate age.
	a. Child will imitate the activity of another child in play activities: climbing, running, building blocks.

=====

1. Child will display interaction patterns that lead to conversational turn taking abilities.
- a. Child will engage in reciprocal play e.g., rolling a ball back and forth, taking turns eating a pretend cookie.
 - b. Child will engage in ritualized play routines e.g., peek a boo, while undressing caregiver waits while child removes sock and then says, "Whew! Stinky feet!"
 - c. Child will engage in dialogues (with or without words), taking turns in making sounds back and forth.
2. Child will display key elements of human commerce.
- a. Child will be able to engage the attention of another person.
 - b. Child will be able to pay attention to another person.
 - c. Child will establish a common focus of attention i.e., bring someone's attention to an object or event and maintain that focus
 - d. Child will take his/her turn or fill his/her role in joint effort towards a common goal e.g., play pat a cake, say "Here I am!" when caregiver says "Where's _____?"
 - e. Child will be able to imitate.
3. Child will engage in solitary play for 10 minutes unattended when presented with stimulation toys.
- a. Given a top, busy box, music box, etc. the child will play with that toy without leaving the area or seeking the attention of another.
4. Child will engage in parallel play for twenty minutes given another child of approximate age.
- a. Child will imitate the activity of another child in play activities: climbing, running, building blocks.

b. Child will play with another child by pushing, touching, imitating, grabbing.

Reference: Striefel, 1980, pp. 84, 85.
McLean, Snyder-McLean, 1981, module 2.

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1D-
goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: The student will demonstrate proper eating skills.

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date/code	Short-term instructional objectives
	1. When given a sandwich the student will take bite-sized bites from it.
	2. After taking a bite of food, the student will chew it completely and swallow before taking another bite.
	3. When given a spoon the child will eat with little spilling.
	4. Student will use napkin to wipe mouth when told to.
	5. When shown how to remove dishes from the table, the child will imitate carrying dishes to the counter without dropping.
	6. Student will pick up cup, drink from it, and set it down on table, without spilling.
	7. Student will "scoop" food from lunch tray or plate without spilling food onto the table or using free hand to hold food onto spoon.
	8. When given a straw in a glass or liquid, the student will suck from the straw, holding the glass with one hand. (Striefel and Cadez. 1983., p.125, #35).
	9. When shown how to drink from a water fountain and given assistance to reach the fountain-head, the student will drink from it. (Striefel and Cadez. 1983., p.124, #27).
	10. Handles only own food/drink. (Santa Cruz County Schools. 1973., Strand 31, #5.0).
	11. The child will wash hands before eating.

=====

Criteria: 80% success for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 1D-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Cooperates and assists in dressing and undressing.

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date/code	Short-term instructional objectives
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1. Holds up feet for shoes to be removed. (Brigance, Albert. 1978. p.93).	
2. Removes second arm from sleeve of coat after having help to remove the first arm. (Brigance, Albert. 1978. p.94).	
3. Pulls pants down. (Brigance, Albert. 1978. p.94).	
4. When a pair of pants is put on over his/her ankles, the student will pull them on the rest of the way. (Striefel and Cadez. 1983. p.130, #27).	
5. Pulls shirt over head after arms are out.	
6. Holds out arms and legs while being dressed. (Portage Project. 1976. Self-Help Card #13).	
7. Pushes arms through sleeves, legs through pants. (Portage Project. 1976. Self-Help Card #20).	
8. When clothes have been unfastened (e.g., shirt unbuttoned, pants loosened), the student will pull, tug, or grasp at the clothes but not necessarily remove them. (Striefel and Cadez. 1983. p.128, #8).	
Criteria: 100% success for 5 consecutive days.	
Compiled by: Ellyn White.	
References:	
Brigance, Albert. 1978. <u>Brigance Diagnostic Inventory of Early Development</u> . Curriculum Associates, Woburn, Mass.	
Portage Project, <u>Portage Guide</u> . 1976. Cooperative Education Service Agency 12, Portage, WI. <u>535 Cards</u> .	
Striefel, Sebastian and Cadez, Mary. 1983. <u>Program Assessment and Planning Guide</u> . Charles Thomas, Springfield, Ill. 260p.	

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Criteria: 100% success for 5 consecutive days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Woburn, Mass.Portage Project, Portage Guide. 1976. Cooperative Education Service Agency 12, Portage, WI. 535 Cards.Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide. Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 10-
goal number: 15

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Curriculum area: HEALTH AND HYGIENE

Annual goal: 1. Cooperates and attempts to care for toileting needs under direct instruction of a caregiver.

2. Cooperates and attempts to care for bathing and grooming needs under the direct instruction of a caregiver.

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date/code	Short-term instructional objectives
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=====

1. Cooperates and attempts to care for toileting needs under direct instruction of a caregiver.
 - a. When taken to the bathroom, student will model a sign or vocalization of toilet.
 - b. When prompted, the student will pull his/her pants up and down at the toilet.
 - c. Students will use toilet tissue when shown how.
 - d. Students will flush the toilet when shown how.
 - e. Students will wash and dry hands when shown how.
2. The student will cooperate while being bathed by a caregiver. The student may attempt to bathe himself/herself.
3. The student will attempt to blow his/her nose when instructed to do so.
4. The student will attempt to brush his/her teeth when instructed to do so.

Criteria:

Compiled by: F. Fecteau

Reference:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 1D-

goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

date/code

Short-term instructional objectives

1. Picks up toys played with, with assistance.
2. Hangs up coat with assistance.
3. Student will hold onto vacuum cleaner, while adult vacuums, with assistance.

Criteria: 80% success for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed	curriculum module: 1D-
/ = being worked on	goal number: 17
X = completed	

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Curriculum area: LEISURE RECREATION

Annual goal: Given periods of free time the child will use the environment and things and persons within the environment for leisure and enjoyable activities with an absence of inappropriate behaviors

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date/code	Short-term instructional objectives
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1. The child will occupy, entertain or amuse self for short periods of time.
2. The child will tolerate and accept various textures and stimuli when sitting, standing, or lying on them.
3. The child will show an awareness of music or TV by changing behavior when it is turned on or off.
4. The child will respond to play activity with mother or other adult by showing pleasure or displeasure.
5. The child will move near others during play or free time.
6. The child will respond to friendly overtures of others by allowing hand to be held, to be hugged, kissed, or touched.
7. The child will accept toy or play object from another person
8. The child will watch other people or animals engaged in various activities.
9. The child will examine and manipulate unfamiliar object when it is presented to him/her.
10. The child will reach persistently for toys or play objects.
11. The child will follow the movement of toys, play or entertainment objects by turning head or with eye movement.
12. The child uses arms, legs and other parts of body for play or amusement (plays with hands, waves arms, wiggles toes).
13. The child will play with large simple toys or play with objects for short periods of time.

Criteria:

References: Ohio Department of Mental Health and Mental Retardation
Curriculum guide for Moderately Mentally Retarded Learners 1977
Sandra E. McClennen Ronald R. Hoekstra James E. Bryan Social Skills For Severely Retarded Adults 1980 Research Press 2612 North Mattis Avenue Champaign, Illinois 61820

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2A
goal number: 1

Curriculum area: Time

Annual goal: The student will read and use time in the school situation (McCarron et al, 1982, p.193-216).

=====

date/code Short-term instructional objectives

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1. The student will read numbers 1-60.
2. The student will count by 5s to 60.
3. When shown a clock with the long hand on various numbers, the student will indicate an understanding that the long hand on 1 means 5, on 2 means 10 etc. minutes after the hour.
4. The student will tell time to the hour, half-hour, and quarter hour.
5. The student will tell time to the five minute mark.
6. The student will read time on a digital clock.
7. When given a day of the week, the student will state the next or previous day. (McCarron et al, 1982p.212).
8. The student will state the months of the year. When given the name of a month, the student will name the next and previous month. (McCarron et al, 1982p.213)
9. Given a calendar, the student will locate a specified date. (McCarron et al, 1982p.215-16)
10. Given a calendar, the student will locate previous and future dates on a calendar from today's date. (McCarron et al, 1982p.215-216)
11. Given two of the following, initiation time, time to complete task, or finish time, the student will time activities, appointments, and tasks.

Criteria: 100% accuracy for 3 consecutive days with 5 trials per day.

Compiled by: David Blaylock, F.Fecteau

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2A

goal number: 2

Curriculum area: Money

Annual goal: The student will count and use money in a classroom situation when given real or simulated coins and bills.

date/code

Short-term instructional objectives

- 1 The student will identify pennies, nickels, dimes, quarters and half dollars by name and value.
- 2 The student will compare the value of the basic coins. Given several coins, the student will indicate which have greatest value, which have least.
3. The student will identify numbers 1-20.
4. The student will identify 1, 5, 10, 20 dollar bills and compare their values.
5. The student will count by 1s to 100.
6. The student will count by 5s to 100.
7. The student will count by 10s to 100.
8. The student will count pennies, nickels, dimes, and quarters to one dollar.
- 9 The student will count one, five, ten, and twenty dollar bills to one hundred dollars.
10. The student will combine coins and bills to equal a larger sum. (2 nickels equal one dime, 10 dimes equal one dollar, two five dollar bills equal one ten etc.
11. The student will identify a dollar and cents sign and read money figures to \$999.99
12. The student will identify a paycheck and its value.
13. The student will cash checks in simulated situations.

Criteria: 100% accuracy for 3 consecutive days with 5 trials per day.

Compiled by: F. Fecteau, David Blaylock

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.

McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2A
goal number: 3

Curriculum area: Measurement

Annual goals: The student will demonstrate an understanding of basic household measurements.

date/code	Short-term instructional objectives
	1. The student will select the correct size and type of measuring device required for the completion of a task. 2. The student will correctly use measurement vocabulary such as large and small; big and little; thick and thin; heavy and light; long and short; more and less; full and empty. 3. The student will identify numbers 1-100. 4. The student will read a household thermometer. 5. The student will discriminate between hot and cold temperatures. 6. The student will set a household thermostat to an appropriate temperature. 7. The student will identify appropriate clothing for specified outside temperatures. 8. The student will measure a full cup, half cup, three fourths, and one fourth cup liquid and powder in cooking and other functional situations. 9. The student will use measuring spoons in cooking and other functional situations. 10. The student will use a ruler to measure objects to the nearest inch. 11. The student will use a bathroom scale to measure his/her weight.

Criteria: 100% accuracy for 3 consecutive days with 5 trials per day.

Compiled by: David Blayock, F.Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2A-
goal number: 4

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Curriculum area: WRITING

Annual goal: Increase writing skills.

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date/code	Short-term instructional objectives
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1. Writes entire alphabet in cursive. Upper and lower case letters.
2. Copies sentences correctly including punctuation.
3. Copies simple stories.
4. Composes and writes simple stories.
5. Completes puzzles of more than 50 pieces.
6. Draws complete pictures such as house with sky, ground, etc.

Criteria: 100% accuracy for goals # 1,2,3,and 5.

Compiled by: Patty Killoran

References:

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto. 52p. (Strand 37, 38)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2A-
goal number: 5

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Curriculum area: READING

Annual goal: Increase general reading skills and improve comprehension.

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date/code	Short-term instructional objectives
	1. Can draw conclusions and predict outcomes.
	2. Tells events of story after reading story.
	3. Sounds out words up to 15 letters.
	4. Demonstrates comprehension by answering verbal questions about material read.
	5. Reads books for leisure activity.
	6. Begins to read and comprehend parts of newspaper, such as comics and current event articles.
	7. Reads comfortably within reading program used by district for grade level.
	8. Reads stories/books aloud to others. (Santa Cruz County School. 1973. Strand 34, #46.0).

=====

Criteria: 90% accuracy for 3 consecutive days.

Compiled by: Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP). Vort. Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2A-
goal number: 8

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Curriculum area: Expressive Language

Annual goal: The child will accurately communicate wants needs and emotions using phrases which reflect a knowledge of adult grammar as well as the functions of language and conversational rules that maintain clarity of intent in domestic living, social, and selected employment and community situations.

=====

date/code Short-term instructional objectives

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1. The student adjusts pace of and inflection communication to listener; uses an imparting tone; and is aware of the need to make self understood.
2. The student plans what is said; gets to the point; controls language; and can tell a story in proper sequence.
3. The student expresses ideas on different topics; makes suggestions on what to do and how to carry out class plans; shows imagination and creativity in play.
4. Student talks freely, frequently and easily; talks about all the time, if permitted.
5. Student uses a rich variety of words; has and exceptionally large and growing vocabulary; and speaks fluently.
6. Student demonstrates an attentiveness and understanding of spoken language.
7. Student includes all structural elements; maintains sentence patterns; maintains constant tense reference within a paragraph or story; and demonstrates mature use of phrases and clauses and conjunctions.
8. The student will state needs, ask for assistance, and ask questions in school and public settings with out prompting.
9. Student will conduct business in public situations correctly and appropriately.
10. Student will use courtesy words at appropriate times.
11. Student gives evidence of opinion to support a claim.
12. Student presents a variety of arguments to support a plan of action.
13. Student takes into account another person's point of view in talking with that person, especially if asked to do so.
14. Student presents and understands information in messages related to objects and processes not immediately visible.
15. Student reads effectively the feedback of others to one's messages; supplies relevant feedback to others when they communicate.

References:

Loban W. Language Ability in the Middle-Grades of Elementary School. U.S. Office of Education (1961)

The Speech Communication System Distinguishing Behavioral
Talents of Communicatively Competent Individuals.
Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

curriculum module: 2A-
goal number: 7

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Curriculum area:Receptive Language: The child will also demonstrate receptive language abilities necessary to successfully comprehend directions and function appropriately in other educational, social and home living activities.

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date/code	Short-term instructional objectives
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References:
Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2A

goal number: 8

Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and cooperatively with other students for periods of up to 20 minutes.

date/code

Short-term instructional objectives

1. Assemble toy(s) or arts and crafts type projects, which have up to 10 parts, cooperatively with one other student while sitting in a chair at a table.
3. Assemble toy(s) or arts and crafts type projects, which have up to 10 parts, cooperatively with one other student in an unconfined environment for periods of up to 20 minutes.
4. Play productively with a toy (i.e. ride a bicycle, ball game) in a room or confined environment without prompts to stay on task for periods of up to 20 minutes.
5. Play with objects, which require some type of assembly or manipulation, (i.e. baseball, puzzles, electronic games) for periods of up to 20 minutes without prompts to stay on task.
6. Play cooperatively with a group of other student as in #5 above for periods of up to 20 minutes.
7. Achieve a on task behavior rating for 300 minutes of 80% over 5 consecutive days.
8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

Criteria: to be set in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2A-
goal number: 9

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Curriculum area: JOB RELATED

Annual goals: The parent(s) will refine and update tentative life goals for their child, and the student will develop habits that will transfer into good worker traits.

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date/code	Short-term instructional objectives
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1. The parent(s) will refine and update life goal for the student which will include vocational placement, and domestic placement goals.
2. The student will improve his/her work as a result of a social reward program.
3. The student will follow class rules.
4. The student will initiate a negotiation process with students who he has conflicts with and report unsolveable problems to his/her classroom supervisor.
5. The student will react appropriately to responsible criticism in school work and social interaction with other students.
6. When given a locker, desk, closet or special area to keep his/her belongings, the student will pick up and store his/her belongings there without prompting. (Striefel and Cadez. 1983, p.241, #16).
7. Student picks out clothing to wear that matches and is appropriate for the weather.
8. When asked to call his/her own phone number, the student will dial it correctly. (Striefel and Cadez. 1983, p. 242, #23).
9. When given a key to the door of his/her residence, the student will lock door upon leaving and unlock door when returning.
10. When the student answers the phone, she/he does not indicate to the caller that she/he may be home alone. (Striefel and Cadez. 1983, p.244, #39).

11. When out shopping or on an outing, the student will keep loose change in his/her pocket or purse and an appropriate amount of paper currency in his/her billfold or wallet and only remove it when necessary. (Striefel and Cadez. 1983, p.244, #35).
12. Writes name, address, phone number, and birth date on teacher made application.
13. Tells time to the minute. (Santa Cruz County Schools. 1973, Strand 2, #22.0).
14. Tries again when change or disappointment occurs without a recovery period, reassurance, or reasons. (Santa Cruz County Schools. 1973, Strand 23, #28.0).
15. Student eats lunch in cafeteria using acceptable table manners and eating habits.
16. Finds way to and from classroom to any other place in school.

Criteria: Teacher and parent observation based on acceptable social skills.

Compiled by: Dave Blaylock, Ellyn White

References:

Striefel, Sebastian and Cadez, Mary. 1983. The Program Assessment and Planning Guide. Charles Thomas, Springfield, ILL.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973). Vort Corp., Palo Alto, CA 59p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2A-
goal number: 10

Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

date/code	Short-term instructional objectives
	1. The student will improve his/her visual motor used in writing and art work and use these skills on a daily basis.
	2. The student will sort objects by size, shape, configuration, and texture without the use of vision.
	3. The student will use persistent control to manipulate objects in his/her environment.
	4. The student will demonstrate needed muscle power to perform normal daily activities of walking, climbing, game playing and running.
	5. The student will play kinesthetic games that require walking in straight lines, riding bicycles, and using ones body in space.
	6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work.
	7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2A-

goal number: 11

Curriculum area: Orientation Mobility

Annual goal: The student will travel with minimal supervision to a few predetermined destinations

date/code

Short-term instructional objectives

1. Cross streets without pedestrian signals or traffic signals, without safety violations (i.e. standing off the curb, not looking all ways for approaching cars, and not yielding to automobile traffic)
2. Cross streets with pedestrian signals without safety violations (i.e. waiting for signal change in the street, walking against a signal, pauses or spirits of speed while walking, not looking in all directions before walking, and not yielding to non-yielding traffic).
3. Find and identify by name at least 10 community landmarks when taken to within 2 blocks of the destination (buildings, prominent intersections, etc.)
4. Walk to predetermined destinations (store, job, friends, house) on a regular basis with minimal assistance

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27 and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2A
goal number: 12

Curriculum area: SOCIALIZATION

Annual goals: 1. Student engages in associative play and leisure activities.

2. Student will demonstrate appropriate public behaviors.

3. student will demonstrate appropriate emotional behaviors with occasional reminders from a caregiver.

4. Student will demonstrate appropriate conversational skills.

date/code	Short-term instructional objectives
	- Student will engage in associative play and leisure activities. - Student will wait a turn or two given a game situation. - Student will participate in team sports. - Student will conform to rules in a game. - Student will demonstrate appropriate winning and losing behaviors. - Student will engage in leisure activities i.e., listening to records, dancing, playing table games, reading. - Student will demonstrate appropriate public behaviors. - Student will demonstrate affection in public with hand shakes, hugs, and kisses that are acceptable in public and based on social situation. - Student will walk through a public facility at a moderate gait and with good posture. - Student will refrain from touching private body parts. - Student will demonstrate appropriate emotional behaviors. - Student will demonstrate different forms of expressing affection e.g., toward parents, toward a boy/girl friend, toward a casual acquaintance. - Student will express anger in a constructive way. - Student will demonstrate appropriate conversational skills. - Student will demonstrate ability to terminate a conversation. - Student will maintain appropriate distance during a conversation. - Student will not interrupt a conversation. - Student will demonstrate ability to start or join a conversation. - Student will demonstrate good phone skills.

- Student will engage in associative play and leisure activities.
 - Student will wait a turn or two given a game situation.
 - Student will participate in team sports.
 - Student will conform to rules in a game.
 - Student will demonstrate appropriate winning and losing behaviors.
 - Student will engage in leisure activities i.e., listening to records, dancing, playing table games, reading.
- Student will demonstrate appropriate public behaviors.
 - Student will demonstrate affection in public with hand shakes, hugs, and kisses that are acceptable in public and based on social situation.
 - Student will walk through a public facility at a moderate gait and with good posture.
 - Student will refrain from touching private body parts.
- Student will demonstrate appropriate emotional behaviors.
 - Student will demonstrate different forms of expressing affection e.g., toward parents, toward a boy/girl friend, toward a casual acquaintance.
 - Student will express anger in a constructive way.
- Student will demonstrate appropriate conversational skills.
 - Student will demonstrate ability to terminate a conversation.
 - Student will maintain appropriate distance during a conversation.
 - Student will not interrupt a conversation.
 - Student will demonstrate ability to start or join a conversation.
 - Student will demonstrate good phone skills.

Criteria:

Compiled by: Orvil Stokes, Patty Killoran, David Blaylock

Reference:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2A -

goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: The student will participate in food preparation and
clean up and demonstrate proper eating skills.

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date/code

Short-term instructional objectives

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1. Pours liquid from 1/2 gallon container to glass without
spilling.
2. Washes, dries or drains, and puts away dishes and
silverware.
3. Bakes simple items such as cakes and muffins from a package.
4. Sets oven/burner to given temperature. (BCP, Strand 43,
#27.0).
5. Sets oven timer. (BCP, Strand 43, #26.0).
6. Uses measuring cups and spoons to measure items with minimal
assistance.
7. Knows basic kitchen equipment such as spatula, blender,
mixer, measuring cups and spoons, beaters, etc. and knows
how to use them.
8. Serves self in cafeteria.
9. When meal is eaten "family style", student will serve self
taking an appropriate amount of food.
10. Makes own sandwich without assistance.
11. Obtains ingredients for recipe when told or shown what they
are. (BCP, Strand 43, #22.0).
12. Reads simple directions on cake mixes or similar items.
13. Uses pot holders appropriately.
14. Sets table correctly for a specific number of people. (More
than 2, but less than 10.).

Criteria: 80% success for 3 consecutive days.

Compiled by: Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2A-
goal number: 14

Curriculum area: CLOTHING RELATED

Annual goal: Has acceptable skills in dressing and caring for clothing.

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date/code	Short-term instructional objectives
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1. Students should understand why proper clothing is necessary for good physical health.
2. Students should understand why proper clothing is important to them when dealing socially with other people.
3. Wears watch appropriately.
4. Dresses self completely without assistance.
5. When given a pile of clean clothing, the student will sort, fold, and put the clothing on hangers or in drawers (whichever is appropriate) without prompting. (Striefel and Cadez, 1983. p.222, #12).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Ellyn White.

References:

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide . Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2A
goal number: 15

Curriculum area: Health and hygiene

Annual goal: The student will assist in maintaining his/her own health and hygiene with instructions from a caregiver.

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date/code	Short-term instructional objectives
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The student will:

1. Bathe with assistance.
2. Maintain own hair with assistance.
3. Treat minor burns with assistance.
4. Brush teeth at least 1 time per day with assistance.
5. Clean fingernails.
6. Follow a daily schedule for exercise.
7. Identify personal illnesses and report it.
8. Treat minor cuts and scrapes.
9. Take non-prescription drugs when needed (SSSQ p.154).
10. Treat minor burns (SSSQ p.149).
11. Demonstrate knowledge and practical application of safety rules.

Criteria: 100% accuracy for 3 consecutive days.

Compiled by: F.Fecteau

Reference: Street Survival Skills questionnaire

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 2A -

/ = being worked on

goal number: 16

X = completed

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Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

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date/code

Short-term instructional objectives

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1. Cleans up spills and dirt.
2. Places trash in trash can.
3. Empty indoor trash cans into outside receptacles.
4. Clean his/her bedroom with minimal prompts, if any.
5. Picks up toys after play with minimal prompts, if any.
6. Wipes table with wet sponges and remembers to squeeze excess water from sponge.
7. Vacuums room, not moving furniture, with minimal prompts.
8. Makes bed neatly.
9. Finds basic items in grocery store when requested to do so by adult. (i.e. bread, milk, cereal, etc.).
10. Dusts furniture with some assistance. (tables, shelves, cabinets, etc.).
11. Cleans up spills or dirt by cloth, mop, or broom when told it is necessary. ((Santa Cruz County Schools. 1973, Strand 44, #4.0).
12. Identifies and knows of 10 common utensils. (sauce pan, frying pan, cookie sheet, knife, grater, ladle, tongs, cutting board, colander, pitcher, and corkscrew). (Apollini and Westaway. 1978., 3.10.15).

Criteria: 80% for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent
, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14

vols.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression ((Santa Cruz County Schools. 1973), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2A-
goal number: 17

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Curriculum area: leisure recreation

Annual goal: The student will demonstrate the ability to utilize free time within his/her home living environment, employment and educational settings.

=====

date/code Short-term instructional objectives

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1. The student will entertain self alone with resources at hand.
2. Will indicate a desire to play in certain activities.
3. Shows pleasure or displeasure with play objects and activities by responding yes or no when asked to participate in an activity.
4. Enjoys participation with family members and peers in leisure activities.
5. Develops preferences in family, school and neighborhood leisure activities that are appropriate to age and sex.
6. Makes visits outside immediate neighborhood to explore leisure activities.
7. Models appropriate behavior in new situations (i.e. dance, group trips.)
8. Makes appropriate modifications in environment for specific activity (i.e. darkens room for movie, clears space for dance).
9. Child avoids dangerous environments.
10. Takes short trips to new environments alone or with some assistance.

References: Ohio Department of Mental Health and Mental Retardation
 Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social
 Skills For Severely Retarded Adults 1980 Research Press 2612
 North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 1B
goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

date/code	Short-term instructional objectives
	1. The student identifies and names specific times of the day-morning, afternoon and night and matches the time of the day with appropriate activities; morning-breakfast; night-bedtime.
	2. The student identifies a digital clock and a "hand" clock as ways to tell time.
	3. The student will identify the large hand of a clock.
	4. The student will identify the small hand of a clock.
	5. The student will identify numbers 1 to 12 on the face of a clock.
	6. The student will tell time to the hour on a "hand" clock
	7. The student will name the days of the week.
	8. The student will identify and name the current day and date
	9. The student will identify and name the seasons of the year.
	10. The student will name the months of the year
	11. The student will demonstrate an understanding of the time concepts; early, late, before, after, yesterday, today, tomorrow, last night, this morning, soon, etc.
	12. The student will identify a calendar.

Criteria:

Compiled by: F. Fecteau

References:

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation,
Palo Alto, California. 75 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2B
goal number: 3

Curriculum area: MEASUREMENT

Annual goals: The student will learn to make basic liquid, weight and linear measurements.

date/code	Short-term instructional objectives
	1. The student will recognize that common measurement devices have specific purposes i.e. rulers measure length, scales measure weight, thermometers measure temperature 2. The student will select the correct type and size of measuring device required for the completion of a task. 3. The student will recognize that certain objects cannot be lifted or jumped. 4. The student will discriminate between large and small; big and little; thick and thin; heavy and light; long and short; more and less; full and empty. 5. Given a whole, the student will divide it into the correct number of pieces for a given number of people.. 6. The student will identify numbers 1 -12. 7. The student will learn basic measurement facts such as 12 equals 1 dozen; 12 inches in a foot. 8. The student will use a ruler to measure an object to the nearest inch. 9. With adult supervision, the student will measure a full cup and half-cup liquid in cooking and other functional situations. 10. The student will discriminate between hot and cold temperatures.

Criteria:

Compiled by: Steve Shipley, F.Fecteau

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75.


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CODE: 0 = to be completed / = being worked on X = completed	curriculum module: 2B goal number: 4
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Annual goal: Improve fine motor skills prerequisite to writing, and write own name.

1. Builds structure with blocks, Tinker Toys, etc.
2. Uses pencil sharpener.
3. Uses eraser.
4. Dials telephone number given in writing.
5. Drives large nails in soft wood.
6. Draws line with ruler.
7. Threads large needle.
8. Cuts cardboard and cloth.
9. Cuts out items such as paper dolls.
10. Imitates and copies a rectangle.
11. Prints alphabet: upper and lower case letters.
12. Writes first and last names.
13. Copies simple sentences and stories.
14. Writes numbers 0-9.
15. Draws simple recognizable pictures.
16. Draws a person with 10 body parts: head, legs, eyes, nose, mouth, arms, trunk, hands, ears, neck, feet.
17. Completes puzzle of 12-50 pieces.
18. Pours liquid from a pitcher of 1 to 2 quarts.
19. Painting with brush: concerned more with end product than with process.
20. Painting with brush: evaluates and criticizes own painting.
21. Painting with brush: selects colors with care.
22. Makes refined objects with clay that are recognizable by others.

Compiled by: Patty Killoran

Brigance, Albert. 1978. Fine Motor Skills and Behaviors, and Self-Help, Curriculum Associates Inc., Woburn Mass., pages 63-5, 69, 74, 76-7, 80, 82-4, 91-92.

Santa Cruz County (California) Schools. 1973. Behavioral
Characteristics Progression (BCP) Vort Corp., Palo Alto. 52p.
(Strand 37)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 28-

goal number: 5

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Curriculum area: READING

Annual goals: Increase discrimination skills and begin learning problem solving skills needed to read. Improve auditory and phonetic skills.

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date/code

Short-term instructional objectives

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1. Discriminates between two like or different symbols: upper and lower case letters, and words. (Brigance, Albert. 1978. p.189).
2. Puts 2-8 pictures together in sequence to tell a story.
3. Reads 11 color words by sight: red, blue, green, yellow, orange, purple, brown, black, pink, gray, and white. (Brigance, Albert. 1978. p.211).
4. Reads 10 number words by sight: one, four, two, three, six, ten, five, nine, seven, eight. (Brigance, Albert. 1978. p.212).
5. Given a written word on a card and a picture of the word on another card, the learner will match the word with the picture.
6. Given a picture of a word plus the written word, the learner will identify the word.
7. Reads phrases containing 2 words (noun-verb).
8. Reads own house and phone number.
9. When shown a simple regular word that starts with a continuous sound (e.g., shoe or flew), the student is able to sound out the word by blending the sounds and repeating the word in a normal speaking rate. (Striefel and Cadez. 1983. p. 177, #36).
10. When a word ending is orally presented by an adult (e.g., "ing"), the student is able to say words that are made when different initial sounds are added to the same ending (e.g., ring, sing, sling). (Striefel and Cadez. 1983. p.177, #38).
11. When shown a simple regular word that s/he has seen several times before, the student will be able to read the word without sounding it out (e.g., ball or car). (Striefel and Cadez. p.177, #39).
12. When shown an irregular word and told to read the word, the student is able to sound the word out (e.g., neighbor) and recognize how to say it. (Striefel and Cadez. 1983. p.177, #40).
13. When told a word, the student is able to locate that word in a sentence and point to it or mark it by underlining and/or circling it. (Striefel and Cadez. 1983. p.178, #48).
14. When shown a sentence of 4-5 words or less the student is able to sound out each word, then repeat each word at a

- normal speaking rate and then repeat the whole sentence and/or match it to other sample sentences that may be alike or different. (Striefel and Cadez. 1983. p.178, #44).
15. When given a brief story, the student is able to read whole words that s/he has had frequent exposure to without sounding them out and only slowing down to sound out those words s/he does not know. (Striefel and Cadez. 1983. p.178,, #47).
 16. When shown a picture that goes with a story that s/he has just read, the student is able to answer questions and to complete words that are related to the story. (Striefel and Cadez. 1983. p.179, #53).
 17. When given a story that s/he has read before and allowed to reread the story, the student will be able to answer questions asked by the teacher. (Striefel and Cadez. 1983. p.179, #54).

Criteria: 90% accuracy for 3 consecutive days.

Compiled by: Ellyn White.

References:

- Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development . Curriculum Associates, Woburn, Mass.
- Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide . Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2B-

goal number: 6

Curriculum area: EXPRESSIVE LANGUAGE

Annual goal: The student will communicate using simple word combinations and begin demonstrating appropriate communication and conversation skills within the home, school environment and a selected number of applied situations.

date/code

Short-term instructional objectives

1. The student expresses common nouns in a verbal or non-verbal mode.
2. The student expresses action + state verbs.
3. The student will demonstrate the ability to use pronouns.
4. The student will demonstrate the ability to use prepositions in, on, and under.
5. The student will express action + object relations.
6. The student will express state + object relations.
7. The student will express action + location relations.
8. The student will express action + object relations.
9. The student will express noun + noun constructions.
10. The student will express verb + pronoun constructions.
11. Given a community experience the student will indicate self-help needs in an appropriate manner.
12. Given a public eating establishment, the student will indicate food preference and order appropriately under adult supervision.
13. Given an opportunity, the student will interact with peers appropriately.
14. Given an opportunity, the student will interact with family members appropriately.
15. Given an opportunity the learner will interact with familiar adults appropriately.
16. Given an opportunity the learner will interact with unfamiliar adults (public places) appropriately.
17. Given a vocational training setting, the student will express wants, needs, and preferences in an appropriate manner.
18. Given an emergency situation, the student will ask for assistance.
19. Given a dept. store the student will communicate likes, dislikes, wants, and desires with whomever they are shopping.
20. Given a grocery store the student will communicate likes, dislikes, wants and desires with whoever they are shopping.

Criteria: 90%

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.

Developmental Communication Curriculum Charles E. Merrill
Publishing Company Columbus, Ohio 43216

McLean James E. McLean Lee K, Snyder A Transactional
Approach to Early Language Training Charles E. Merrill
Publishing Company Columbus, Ohio 43216

Waryas Carol Lynn, Campbell Kathleen Stremel 1982
Communication Training Program DLM Teaching Resources
Allen, Texas 75002

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2B-
goal number: 7

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Curriculum area: RECEPTIVE LANGUAGE

Annual goal: Given verbal requests or requests given in a alternative communication mode the student will demonstrate understand by responding appropriately to these requests. These skills will be demonstrated in the home employment and community situations.

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date/code Short-term instructional objectives

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1. The child will follow directions which include agent + action or action + object phrases.
2. The child follows directions which depend for accuracy upon knowledge of two-term semantic relations which code attributes.
3. The child responds to directions which include a few prepositions.
4. The child follows directions which include adverbs.
5. The child follows directions which include a few personal pronouns e.g. it, she, he.
6. Given 3 step commands in the form "hang up your coat, sit down and look at a book" the learner will follow the commands correctly.
7. Given verbal and/or requests given in another mode in the classroom by members of the staff, the learner responds correctly with no prompts.
8. Given verbal and/or requests given in another mode by family members the learner responds correctly with no prompts.
9. Given requests in public places by familiar adults the learner responds correctly with no prompts.
10. Given requests in all settings by peers, the learner will respond correctly with no prompts.
11. Given an emergency situation the learner will respond correctly only to authority figures with no prompts.

Criteria:

Reference:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2B
goal number: 8

Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and cooperatively with other students for periods of up to 20 minutes.

[illegible]

1. Assemble toy(s), which have up to 8 parts, independently when sitting in a chair at a table.
2. Assemble toy(s), which have up to 4 parts, cooperatively with one other student while sitting in a chair at a table.
3. Assemble toy(s), which have up to 8 parts, cooperatively with one other student in an unconfined environment for periods of up to 20 minutes.
4. Play productively with a toy (i.e. ride a trike, swing) in a room or confined environment without prompts to stay on task for periods of up to 20 minutes.
5. Play with large toys, which require some type of assembly or manipulation, (i.e. building blocks larger than 6" tall, play kitchen, play gardening) for periods of up to 20 minutes without prompts to stay on task.
6. Play cooperatively with one other student as in #5 above for periods of up to 20 minutes.
7. Achieve a on task behavior rating for 20 minutes of 80% over 5 consecutive days.
8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

Criteria: to be set in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2B-
goal number: 9

Curriculum area: JOB RELATED

Annual goal: The parent(s) will refine and update tentative life goals for their child, and the student will develop habits that will transfer into good worker traits.

=====

date/code Short-term instructional objectives

=====

1. The parent(s) will refine and update life goal for the student which will include vocational placement, and domestic placement goals.
2. The student will improve his/her work as a result of a combination of a token and social reward program.
3. The student will follow class rules.
4. The student will initiate a negotiation process with students who he has conflicts with and report unsolvable problems to his/her classroom supervisor.
5. The student will react appropriately to responsible criticism in school work and social interaction with other students.
6. Writes first and last name.
7. Knows address.
8. Answers telephone appropriately and summons appropriate person.
9. Plays and works without interfering with or disrupting work of others. (Santa Cruz County Schools. 1973., Strand 24, #36.0).
10. Student knows month, day, and year of birth.
11. Follows 2 step directions.
12. When in a social situation the student will use "Excuse me", "I'm sorry", and "Thank you", without reminders. (Striefel and Cadez. 1983., p113, #64).
13. When being spoken to, the student will look directly at the

speaker and show comprehension by words or actions.

14. Comes to activity when called once. (Santa Cruz County Schools. 1973., Strand 2, #6.0).
15. Tries again when change or disappointment occurs if reassured. (Santa Cruz County Schools. 1973., Strand 23, #24.0).
16. Adjusts behaviors to fit rules and routines of different things. (Santa Cruz County Schools. 1973., Strand 23, #38.0).
17. Behaves according to peer group norm in minimally structured or defined situations. (Santa Cruz County Schools. 1973., Strand 23, #40.0).
18. Student eats lunch in cafeteria using acceptable table manners and eating habits with minimal reminders.
19. Student rides school bus appropriately.
20. Respects others' property. (Apollini and Westaway. 1978., 2.2.5).
21. Finds way to and from classroom to at least 5 different places in school.
22. Student is independent in bathroom.

Criteria: Teacher and parent observation as to appropriate social behaviors.

Compiled by: Dave Blaylock, Ellyn White

References:

- Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p
- Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.
- Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14 vols.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed	curriculum module: 28-
/ = being worked on	goal number: 10
X = completed	

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Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

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date/code	Short-term instructional objectives
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1. The student will improve his/her visual motor skills used in writing and art work and use these skills on a daily basis.
2. The student will play games which require sorting of objects by size, shape, configuration, and texture without the use of vision.
3. The student will use persistent control to manipulate objects in his/her environment.
4. The student will demonstrate needed muscle power to perform normal daily activities of walking, climbing, game playing and running.
5. The student will play kinesthetic games that require walking in straight lines, and using ones body in space.
6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work.
7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2B-

goal number: 11

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Curriculum area: Orientation Mobility

Annual goals: The student will travel with minimal supervision to a few predetermined destinations

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date/code

Short-term instructional objectives

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1. Identify and choose to wear proper outer clothing and shoes for walking in different weather conditions (i.e. rain coat, winter coat, jacket, hat, walking shoes, boots).
2. Read pictures of common pedestrian directional signs and demonstrate an understanding of the direction.
3. Find and identify by name at least 4 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
4. Walk to predetermined destinations in his/her neighborhood without safety violations.
5. Ride the intercity bus system with direct supervision
 - a. board the bus
 - b. pay fare
 - c. seat self
 - d. exit bus

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27 and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2B-
goal number: 12

Curriculum area: SOCIALIZATION

Annual goals: 1. Student engages in associative play and leisure activities.

2. Student will demonstrate appropriate public behaviors with occasional reminders from a caregiver.

3. student will demonstrate appropriate emotional behaviors with occasional reminders from a caregiver.

4. Student will demonstrate appropriate conversational skills.

=====

date/code	Short-term instructional objectives
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1. Student will engage in associative play and leisure activities.
 - a. Student will wait a turn or two given a game situation.
 - b. Student will participate in team sports.
 - c. Student will conform to rules in a game.
 - d. Student will demonstrate appropriate winning and losing behaviors.
 - e. Student will engage in leisure activities i.e., listening to records, dancing, playing table games, reading.
2. Student will demonstrate appropriate public behaviors.
 - a. Student will demonstrate affection in public with hand shakes, hugs, and kisses that are acceptable in public and based on social situation.
 - b. Student will walk through a public facility at a moderate gait and with good posture.
 - c. Student will refrain from touching private body parts.
3. Student will demonstrate appropriate emotional behaviors.
 - a. Student will demonstrate different forms of expressing affection e.g., toward parents, toward a boy/girl friend, toward a casual acquaintance.
 - b. Student will express anger in a constructive way.
4. Student will demonstrate appropriate conversational skills.
 - a. Student will demonstrate ability to terminate a conversation.
 - b. Student will maintain appropriate distance during a conversation.
 - c. Student will not interrupt a conversation.
 - d. Student will demonstrate ability to start or join a conversation.
 - e. Student will demonstrate good phone skills.

.lm15

Criteria:

Compiled by: Patty Killoran, Orvil Stokes

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2B-
goal number: 13

Curriculum area: FOOD RELATED

Annual goal: The student will participate in food preparation and demonstrate eating skills.

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date/code Short-term instructional objectives

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1. When presented with pictures of examples of the four food groups the student will identify the food group.
2. When given the verbal cue "wash and rinse" the dishes the student will put warm water in the sink, add the correct amount of soap, wash and rinse the dishes with prompts as necessary.
3. Will assist in purchasing food for one meal.
4. Prepare one snack.
5. Prepare one lunch.
6. Prepare one breakfast.
7. Given the proper equipment the student will cut, grate, and peel vegetables.
8. Washes hands before preparing food or eating.
9. When given a napkin with a meal, the student will wipe his/her mouth when needed.
10. Sets table without assistance.
11. Dries dishes without assistance.
12. Scrapes dishes without assistance.
13. Prepares simple items such as jello and orange juice without assistance.
14. Makes sandwich with minimal assistance.
15. When given an instant mix, (drink, cereal, or soup), in an easy to open envelope-type container, the student will add the necessary ingredients and mix until ready. (Striefel and Cadez. 1983., p.231, #29).
16. When presented with various pictures of food the student will classify them as being breakfast, lunch or dinner, or snack foods.
17. Cleans up kitchen after preparing food including returning ingredients to shelves. (Santa Cruz County Schools. 1973., Strand 43, #44.0).

Criteria: 80% success for 3 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics

Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 28-
goal number: 14

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Curriculum area: CLOTHING RELATED
Annual goal: Cares for clothing.

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date/code	Short-term instructional objectives
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1. Hangs clothes up neatly on hanger.
2. Distinguishes between clean and dirty clothes.
3. Puts dirty clothing in laundry to be washed. (Brigance, Albert. 1978. p.110).
4. Folds clean laundry.
5. Puts away jacket. (Brigance, Albert. 1978. p.109).
6. Hangs coat on hook. (Portage Project. 1976. Self-Help Card #42).
7. Understands the need of mended clothing.
8. Dresses self completely without assistance.
9. Puts clean clothing in designated place(e.g. drawer, closet). (Santa Cruz County Schools. 1973. Strand 8, #43.0).

Criteria: 100% accuracy for 3 consecutive days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Woburn, Mass.

Portage Project, Portage Guide .1976. Cooperative Education Service Agency 12, Portage, WI. 535 Cards .

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP). Vort. Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2B
goal number: 15

Curriculum area: HEALTH AND HYGIENE

Annual goal: The student will help maintain health and hygiene under the direct instruction of a caregiver.

date/code	Short-term instructional objectives
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1. The student will bathe with assistance when told when to do so
2. The student will brush and comb hair when told to do so.
3. The student will brush his/her teeth when told to do so.
4. The student will blow/wipe his/her nose when reminded.
5. The student will follow a structured exercise program.
6. The student will identify and report illness or injury.
7. The student will avoid or maintain a distance from dangerous situations or objects such as sharp knives, hot stoves, busy streets, strange dogs etc.
8. The student will cover his/her mouth during a cough or sneeze when reminded.

Criteria:

Compiled by: F.Fecteau

References:

Gonwa, Jim. 1984. A Mental Disabilities Curriculum Framework. Iowa State Dept. of Public Instruction, Des Moines, Iowa.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 28-
goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

date/code Short-term instructional objectives

1. Assists in cleaning up spills or dirt.
2. Places trash in trash can.
3. Assists in cleaning his/her bedroom.
4. Picks up toys after play with prompts.
5. Identify hammer, nails, saw, plane, and toolbox by name and state the general use for these tools.
6. Plays house performing duties that parents or other adults have been seen to use. (Santa Cruz County Schools. 1973., Strand 44, #7.0).
7. Vacuums small room with much assistance. (Santa Cruz County Schools. 1973., Strand 44, #11.
8. Dusts small table when requested.
9. Student will sweep open area of room with some assistance.
10. When shown how to make the bed, the student will follow directions and pull the covers to the top of the bed, but the bed will not necessarily be neatly made. (Striefel and Cadez. 1983., p.214, #13).

CRITERIA: 80% success for 3 consecutive days.

COMPILED BY: Dave Blaylock, Ellyn White.

REFERENCES:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

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INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2B-
goal number: 17

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Curriculum area: leisure recreation

Annual goal: The student will demonstrate the ability to utilize free time within his/her home living environment, employment and educational settings.

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date/code	Short-term instructional objectives
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1. The student will entertain self alone with resources at hand.
2. Will indicate a desire to play in certain activities.
3. Shows pleasure or displeasure with play objects and activities by responding yes or no when asked to participate in an activity.
4. Enjoys participation with family members and peers in leisure activities.
5. Develops preferences in family, school and neighborhood leisure activities that are appropriate to age and sex.
6. Makes visits outside immediate neighborhood to explore leisure activities.
7. Models appropriate behavior in new situations (i.e. dance, group trips.)
8. Makes appropriate modifications in environment for specific activity (i.e. darkens room for movie, clears space for dance).
9. Child avoids dangerous environments.
10. Takes short trips to new environments alone or with some assistance.

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social Skills For Severely Retarded Adults 1980 Research Press 2612
North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2C-
goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

=====

date/code	Short-term instructional objectives
	1. The student identifies and names specific times of the day.-morning, afternoon, and night- and matches the time of the day with appropriate activities; morning-breakfast; night-bedtime.
	2. The student identifies a digital clock and a "hand" clock as ways to tell time.
	3. Given two objects, the student will discriminate between little, big, short and long.
	4. The student will identify the long hand of a clock.
	5. The student will identify the short hand of a clock.
	6. The student identifies numbers 1-12.
	7. The student will name the days of the week.
	8. The student will identify and name the current day and date.
	9. The student will identify and name the seasons of the year.
	10. The student will demonstrate an understanding of the time concepts; early, late, before, after, yesterday, today, tomorrow.
	11. The student will identify a calendar.

=====

Criteria:

Compiled by: F. Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

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INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2C-
goal number: 2

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Curriculum area: MONEY

Annual goal: The student will learn basic money vocabulary, basic money concepts and numeration skills.

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date/code	Short-term instructional objectives
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1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. The student will indicate uses for money: to buy food, clothes, toys, services
3. The student will identify and name the basic coins- penny, nickel, dime, quarter, and half-dollar.
4. The student will tell the value of the basic coins.
5. The student will compare the value of the basic coins. Given two coins, the student will indicate which is more and which is less.
6. The student will identify numbers 1-10.
7. The student will identify the differences between coins and bills.
8. The student will identify 1, 5, and 10 dollar bills.
9. The student will understand simple money vocabulary such as expensive, valuable, cheap, inexpensive.
10. With adult supervision, the student will select appropriate coins and use a vending machine.

Criteria:

Compiled by: F.Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2C-

goal number: 3

=====

Curriculum area: MEASUREMENT

Annual goal: The student will learn to make basic liquid, weight and linear measurements.

=====

date/code

Short-term instructional objectives

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1. The student will recognize that common measurement devices have specific purposes i.e., rulers measure length, scales measure weight, thermometers measure temperature.
2. The student will select the correct measuring device required for the completion of a task.
3. The student will recognize that certain objects cannot be lifted or jumped.
4. The student will discriminate between large and small; big and little; thick and thin; heavy and light; long and short; more and less; full and empty.
5. Given a whole, the student will divide it into the correct number of pieces for a given number of people.
6. The student will identify numbers 1-12.
7. The student will use a ruler to measure an object to the nearest inch.
8. With adult supervision, the student will measure a full cup liquid in cooking and other functional situations.
9. The student will discriminate between hot and cold temperatures.

Criteria:

Compiled by: F. Fecteau, Steve Shipley

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 pp.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2C
goal number: 4

Curriculum area: WRITING

Annual goal: Increases fine motor skills that are prerequisite to writing.

date/code	Short-term instructional objectives
	1. Puts paper clip on paper.
	2. Creases paper with fingers.
	3. Folds paper diagonally and creases it.
	4. Opens lock with key.
	5. Sews through holes in sewing card.
	6. Opens and closes large safety pin.
	7. Completes puzzle, not inset, of 6-12 pieces.
	8. Traces along vertical line.
	9. Traces along horizontal line.
	10. Imitates and copies designs: V, +(plus), square, and triangle.
	11. Traces first and last names.
	12. Writes first and last names.
	13. Prints name on primary paper using lines.
	14. Colors, remaining within lines 95% of time.
	15. Cuts out and pastes simple shapes.
	16. Tears simple shapes from paper.
	17. Draws a person with 3-5 body parts: head, legs, eyes, mouth, and nose.
	18. Painting with brush: gives name to picture not readily understandable to others.
	19. Painting with brush: objects and designs are crude or imperfect in size and space relationships, but usually recognizable.
	20. Makes crude objects not always recognizable by others out of clay.

1. Puts paper clip on paper.
2. Creases paper with fingers.
3. Folds paper diagonally and creases it.
4. Opens lock with key.
5. Sews through holes in sewing card.
6. Opens and closes large safety pin.
7. Completes puzzle, not inset, of 6-12 pieces.
8. Traces along vertical line.
9. Traces along horizontal line.
10. Imitates and copies designs: V, +(plus), square, and triangle.
11. Traces first and last names.
12. Writes first and last names.
13. Prints name on primary paper using lines.
14. Colors, remaining within lines 95% of time.
15. Cuts out and pastes simple shapes.
16. Tears simple shapes from paper.
17. Draws a person with 3-5 body parts: head, legs, eyes, mouth, and nose.
18. Painting with brush: gives name to picture not readily understandable to others.
19. Painting with brush: objects and designs are crude or imperfect in size and space relationships, but usually recognizable.
20. Makes crude objects not always recognizable by others out of clay.

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Patty Killoran, Dave Blaylock

References:

Brigance, Albert. 1978. Fine Motor Skills and Behaviors. Curriculum Associates, Woburn, Mass., pages 62-3, 72-3, 74, 76-7, 79, 82, and 84.

Portage Project. 1976. Portage Guide. Cooperative Education Service Agency 12, Portage, Wi., Motor, cards # 111, 121, 125, and 137.

Santa Cruz County (California) Schools. 1973. Behavioral
Characteristics Progression (BCP) Vort Corp., Palo Alto. 52p.
(Strand 37)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2C-
goal number: 5

Curriculum area: READING

Annual goal: Improves recognizing skills and memory.

date/code	Short-term instructional objectives
	1. Matches upper case letters. (Brigance, Albert. 1978. p.192).
	3. Recognizes 10 survival words as seen under international signs, such as a picture of a female with the word "Women" under it. Men, Women, Bus, Danger, Walk, Don't Walk, Telephone, Hospital, Open, Closed.
	4. Enjoys looking at books and magazines for leisure activity.
	5. Recognizes own first and last names. [100% accuracy for 10 trials 5 days consecutive days].
	6. Recalls 4 objects seen in a picture. (Portage Project. 1976. Cognitive #68).

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Woburn, Mass.

Portage Project. Portage Guide. 1976. Cooperative Education Service Agency 12, Portage, WI. 535 cards.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2C
goal number: 6

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Curriculum area: Expressive Language

Annual goal: The child communicates to persons within the home and educational setting by the use of prosody, tone of voice and conventional gestures accompanied with the use of some highly familiar and frequently use words using the content areas of notice, nomination, negation, and action, recurrence, possession and location.

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date/code Short-term instructional objectives

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1. Uses conventional gestures or single words/signs to direct attention of another person in order to establish a specific entity or event as joint referent/topic of communicative interaction. eg. points to or labels object and proceeds to bring object to teacher etc.
2. Responds with appropriate conventional gestures, words, or actions to simple wh-questions (what, where, who, which.)
3. Maintains joint referent/topic through at least 3 interactive turns.
4. Responds appropriately to contact by peers and initiates positive interactions with peers.
5. Intentional communication now takes the form of conventional gestures and intonated vocalizations, eg. Vocalizes and points to desired object out of reach; vocalizes and holds up empty cup for more etc.
6. The following communicative intentions are expressed; Request specific entity or action, protest or rejection, direct receiver's attention to external entity or event, Greeting, Answer or reply, request information or confirmation and others.
7. The child uses the following conventional signals: Point, Give, Show, Request, Wave, Head nod or shake, and Appropriately intonated vocalizations.
8. Child produces a limited number of true words (vocal or Manual) these words are closely tied to specific contexts and functions.
9. The child will demonstrate use of the following linguistic performatives: Request specific action on entity, Protest or rejection, Direct receiver's attention to self, Direct receiver's attention to external entity or event and request information or confirmation.

Criteria:

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.
Developmental Communication Curriculum Charles E. Merrill
Publishing Company. Columbus Ohio 43216

Owens Robert E. Jr. Program for the acquisition of language with
the Severely Impaired Charles E. Merrill Publishing Company
Columbus Ohio 43216

McLean, James E. and Lee S. et.al. 1981 Process-Oriented Education
Programs for the Severely Handicapped Adolescent Bureau of Child
Research University of Kansas, Parsons Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 2C
goal number: 6

Curriculum area: Expressive Language

Annual goal: The child communicates to persons within the home and educational setting by the use of prosody, tone of voice and conventional gestures accompanied with the use of some highly familiar and frequently use words using the content areas of notice, nomination, negation, and action, recurrence, possession and location.

date/code	Short-term instructional objectives
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1. Uses conventional gestures or single words/signs to direct attention of another person in order to establish a specific entity or event as joint referent/topic of communicative interaction. eg. points to or labels object and proceeds to bring object to teacher etc.
2. Responds with appropriate conventional gestures, words, or actions to simple wh-questions (what, where, who, which.)
3. Maintains joint referent/topic through at least 3 interactive turns.
4. Responds appropriately to contact by peers and initiates positive interactions with peers.
5. Intentional communication now takes the form of conventional gestures and intonated vocalizations, eg. Vocalizes and points to desired object out of reach; vocalizes and holds up empty cup for more etc.
6. The following communicative intentions are expressed; Request specific entity or action, protest or rejection, direct receiver's attention to external entity or event, Greeting, Answer or reply, request information or confirmation and others.
7. The child uses the following conventional signals: Point, Give, Show, Request, Wave, Head nod or shake, and Appropriately intonated vocalizations.
8. Child produces a limited number of true words (vocal or Manual) these words are closely tied to specific contexts and functions.
9. The child will demonstrate use of the following linguistic performatives: Request specific action on entity, Protest or rejection, Direct receiver's attention to self, Direct receiver's attention to external entity or event and request information or confirmation.

Criteria:

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.

Developmental Communication Curriculum Charles E. Merrill
Publishing Company. Columbus Ohio 43216

Owens Robert E. Jr. Program for the acquisition of language with
the Severely Impaired Charles E. Merrill Publishing Company
Columbus Ohio 43216

McLean, James E. and Lee S. et.al. 1981 Process-Oriented Education
Programs for the Severely Handicapped Adolescent Bureau of Child
Research University of Kansas, Parsons Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2C

goal number: 8

Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and cooperatively with other students for periods of up to 10 minutes.

date/code

Short-term instructional objectives

1. Assemble toy(s), which have up to 8 parts, independently when sitting in a chair at a table.
2. Assemble toy(s), which have up to 8 parts, cooperatively with one other student while sitting in a chair at a table.
3. Assemble toy(s), which have up to 8 parts, cooperatively with one other student in an unconfined environment for periods of up to 10 minutes.
4. Play productively with a toy (i.e. ride a trike, swing) in a room or confined environment without prompts to stay on task for periods of up to 20 minutes.
5. Play with large toys, which require some type of assembly or manipulation, (i.e. building blocks larger than 6" tall, play kitchen, play gardening) for periods of up to 20 minutes without prompts to stay on task.
6. Play cooperatively with one other student as in #5 above for periods of up to 20 minutes.
7. Achieve a on task behavior rating for 10 minutes of 80% over 5 consecutive days.
8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

Criteria: to be set in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2C-
goal number: 9

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Curriculum area: JOB RELATED

Annual goals: The parent(s) will update tentative life goals for their child, and the student will develop habits that will transfer into good worker traits.

=====

date/code Short-term instructional objectives

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1. The parent(s) will update tentative life goal for the student which will include vocational placement, and domestic placement goals.
2. The student will work for tangible and token rewards.
3. The student will follow class rules.
4. The student will initiate a negotiation process with students who he has conflicts with and report unsolveable problems to his/her classroom supervisor.
5. The student will react appropriately to criticism by other students and teachers.
 - a. ignore inappropriate criticism
 - b. make changes from appropriate criticism

Criteria: to be set in iep meeting
Compiled by: David Blaylock
References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2C-

goal number: 10

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Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

=====

date/code Short-term instructional objectives

=====

1. The student will improve his/her visual motor skills used in writing and simple art work and use these skills on a daily basis.
2. The student will sort objects by size, shape, configuration, and texture without the use of vision.
3. The student will control eye-hand coordination in daily tasks of eating, dressing, writing, and manipulating toys and use these skills on a daily basis.
4. The student will demonstrate needed muscle power to perform normal daily activities of walking, climbing, game playing and running.
5. The student will play kinesthetic games that require walking in straight lines, and using one's body in space.
6. The student will perform tasks that require the use of one preferred hand and the assist of an other hand (i.e. writing, playing with small toys, and eating).
7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 2C

/ = being worked on

goal number: 11

X = completed

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Curriculum area: Orientation Mobility

Annual goal: The student will travel with supervision to a few
predetermined destinations in the school and neighborhood.

=====

date/code

Short-term instructional objectives

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1. The student will cross residential streets in predetermined places without safety violations (i.e. not looking all ways for cars, walking too soon or too late, not yielding to nonyielding traffic, waiting to walk in the street).
3. Find and identify by name at least 2 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
5. Cooperate with adult supervisors while riding on an intercity bus (i.e. board unassisted, sit in seat, follow rules, use appropriate volume of voice).
6. Walk with individual adult supervisors to destinations within 1/2 mile at his/her best rate of speed.

Criteria: 100% accuracy on safety measures for 5 consecutive trials
and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics
Progression. Vort Corp., Palo Alto, California. 52 p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2C
goal number: 12

=====

Curriculum area: SOCIALIZATION

Annual goal: 1. Child will engage in associative play.
2. Child will use good manners with prompts from a caregiver if necessary.
3. Child will demonstrate appropriate emotional behaviors with prompts from a caregiver if necessary.
4. Child will demonstrate appropriate conversational skills when a caregiver models the skills.

=====

date/code Short-term instructional objectives

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1. Child will engage in associative play.
 - a. Child will play quietly without fighting with another child of approximate age for 20 minutes.
 - b. Child will engage in imaginative pretend play with another child of approximate age for 20 minutes.
2. Child will use good manners with prompts from a caregiver if necessary.
 - a. Child will say "please" and "thank you".
 - b. Child will say, "hello" and "good bye".
 - c. Child will cover sneezes and coughs with a hand or tissue.
 - d. Child will say "excuse me" when appropriate.
3. Child will demonstrate appropriate emotional behaviors.
 - a. Child will express a variety of emotions with words or sings and state how it feels.
 - b. Child will refer to him/herself by "I".
 - c. Child will recognize and call attention to his/her own accomplishments.
4. Child will demonstrate appropriate conversational skills.
 - a. Child will fill his/her turn in a conversation.
 - b. Child will fill his/her turn will a response relevant to the topic or situation.
 - c. Child will take turns listening and talking in a conversation.

Criteria:

Compiled by: Orvil Stokes, Patty Killoran

Referecnes:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2C-
goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: The student will demonstrate eating skills and simple food preparation.

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date/code	Short-term instructional objectives
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1. When shown how the student will dry the dishes.
2. When given the proper equipment the student will prepare cold cereal, toast, and sandwiches.
3. When shown how the student will set the table.
4. When shown how the student will sort the silverware.
5. The student will put the proper amount of food in the mouth and chew with the mouth closed.
6. The student will point to types of foods when presented with pictures and asked to do so.
7. The students will pass food at the table when asked and ask for food that is out of reach.
8. The student will serve himself from a serving bowl with a spoon.
9. When finished with his meal, the student will carry his plate, silverware, and glass from the table to the counter. (Striefel and Cadez. 1983., p.125, #40).
10. Given a small milk carton, the student will open it and insert a straw.
11. The student will cut soft foods with a fork.
12. The student will prepare food for eating (i.e. peel bananas, crack hard boiled eggs, etc.)
13. The student will use an electric can opener with help.

Criteria: 80% success for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2C-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Dresses and undresses self completely.

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date/code	Short-term instructional objectives
	1. Inserts belt in loops. (Brigance, Albert. 1978. p.96).
	2. Ties own shoes. (Brigance, Albert. 1978. p.100).
	3. Buttons front buttons (large and/or small). (Brigance, Albert. 1978. p.100).
	4. Snaps front. (Brigance, Albert. 1978. p.100).
	5. Zips front non-separating zipper. (Brigance, Albert. 1978. p.100).
	6. Zips front separating zipper. (Brigance, Albert. 1978. p.100).
	7. Dresses at appropriate time of day.
	8. Undresses at appropriate time of day.
	9. Laces shoes. (Portage Project. 1976. Self-Help Card #89).
	10. Puts on mittens. (Portage Project. 1976. Self-Help Card #64).
	11. Buckles shoes. (Brigance, Albert. 1978. p.100).
	12. Puts boots on.
	13. Puts on coat. (Brigance, Albert. 1978. p.96).
	14. Loosens laces and unties shoes.
	15. Takes shoes off.
	16. Removes "pull down" garments. (Brigance, Albert. 1978. p.94).
	17. Removes both socks. (Brigance, Albert. 1978. p.94).
	18. Removes coat. (Brigance, Albert. 1978. p.94).
	19. Removes shirt. (Brigance, Albert. 1978. p.94).
	20. Unbuttons shirt. (Brigance, Albert. 1978. p.98).
	21. Unsnaps pants and/or shirt. (Portage Project. 1976. Self-Help Card 48).
	22. Unzips pants (non-separating zipper). (Brigance, Albert. 1978. p.98).
	23. Takes off boots.
	24. Unzips coat (separating zipper). (Brigance, Albert. 1978. p.98).
	25. Unbuckles belt. (Brigance, Albert. 1978. p.98).
	26. Unbuckles shoes.
	27. Takes off "pullover" garments. (Brigance, Albert. 1978. p.94).

Criteria: 100% accuracy for 5 days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development . Curriculum Associates, Woburn, Mass.

Portage Project, Portage Guide .1976. Cooperative Education Service Agency 12, Portage, WI. 535 Cards .

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2C-
goal number: 15

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Curriculum area: HEALTH AND HYGIENE

Annual goal: The student will assist in maintaining health and hygiene with verbal instructions and physical assistance from a caregiver.

=====

date/code Short-term instructional objectives

=====

1. The student will recognize the function of a comb, brush, soap, washcloth, toothbrush.
2. The student will attempt to bathe when given the proper equipment and assistance.
3. The student will attempt to comb and brush hair when given the proper equipment and assistance.
4. The student will attempt to brush his/her teeth when given the proper equipment and assistance.
5. The student will attempt to blow/wipe his/her nose when told to do so.
6. The student will cover his/her mouth during a cough or sneeze when told to do so.
7. The student will seek a caregiver when sick or injured.
8. The student will demonstrate independent toileting skills.
9. The student will follow safety rules directed by a caregiver.

Criteria:

Compiled by: F.Fecteau

References:

Gonwa, Jim. 1984. A Mental Disabilities Curriculum Framework. Iowa State Dept. of Public Instruction, Des Moines, Iowa.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2C-
goal number: 16

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Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

=====

date/code Short-term instructional objectives

=====

1. Assists in cleaning up spills or dirt.
2. Places trash in trash can.
3. Assists in cleaning his/her bedroom.
4. Picks up toys after play with minimal prompts.
5. Student will vacuum open area of carpeting with minimal assistance.
6. When shown how to dust a small table, the student will imitate correctly. (Striefel and Cadez. 1983., p.215, #8).
7. When asked to get the dustpan and broom, the student will go to the appropriate place and return with the broom and dustpan. (Striefel and Cadez. 1983., p.215, #16).
8. Assists in making own bed.
9. Notices when lightbulb is burned out and gets a new lightbulb with assistance.

Criteria: 80% success for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2C-
goal number: 17

=====

Curriculum area: LEISURE RECREATION

Annual goal: The child will demonstrate the ability to utilize free time at home and school for appropriate leisure activities.

=====

date/code	Short-term instructional objectives
	1. Plays for short periods unattended in familiar surroundings.
	2. Interacts positively with adult in charge.
	3. Tries a new play activity or material
	4. Participates in directed activity for short periods.
	5. Plays cooperatively alongside another person or group.
	6. Shares toys and other possessions.
	7. Takes turns with assistance.
	8. Follows directions of adult in charge of activities.
	9. Observes others outside of school and home involved in common leisure activities (e.g. baseball, talking etc.).
	10. Models appropriate leisure behaviors of others (for example, sitting quietly in the theater, cheering at appropriate time behaving appropriately in public places).
	11. Explores environment in and around neighborhood for leisure materials and activities (e.g. playground, park etc.).
	12. Accompanies adult on social outing (e.g. church, dinner, movie, etc.).
	13. Goes on field trips to community facilities and events with class or other small groups.
	14. Participates in trips and new play activities and experiences with adult (e.g. zoo, camping etc.).

=====

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social Skills For Severely retarded Adults 1980 Research Press 2612
North Mattis Avenue Champaign, Illionis 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2D-

goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary, basic time telling concepts and numeration skills.

date/code Short-term instructional objectives

1. The student will identify specific times of day. When given pictures depicting day and nighttime activities, (going to school, going to bed) the student will point to the correct picture when asked "Show me something that we do at night."
2. The student will identify a digital clock and a "hand" clock as ways to tell time. For example, when asked "Is it time for lunch?", the student will look at a clock.
3. Given two objects, the student will discriminate between little-big, large-small, short-long.
4. The student will identify the large hand of a clock.
5. The student will identify the small hand of a clock.
6. The student will demonstrate an understanding of the time concepts, early, late, before, after, noon, yesterday, tomorrow.
7. When shown pictures of summer, spring, fall and winter activities, the student will point to the correct picture when asked "Show me something that we do in summer, winter, spring, etc."
8. The student will identify a calendar.

Criteria:

Compiled by: F. Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

=====

curriculum module: 2D-
goal number: 2

Curriculum area: MONEY

Annual goal: The student will learn basic money concepts, money vocabulary, and basic math numeration skills.

=====

date/code	Short-term instructional objectives
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1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. The student will indicate an understanding that money buys goods and services. When asked "Where is some money to go to the store?", the student will point to an assortment of money-coins or bills.
3. The student will sort objects according to shape, size, and color.
4. The student will match coins which are the same.
5. Given a handful of coins, the student will sort the coins into like stacks of each type of coin.
6. When shown a group of coins, the student will point to a penny, nickel, dime, quarter, and half-dollar.
7. The student will understand simple money vocabulary such as cheap, valuable, expensive, inexpensive.
8. With adult supervision, the student will use a vending machine.

Criteria:

Compiled by: F. Fecteau, Steve Shipley

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2D-
goal number: 3

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Curriculum area: MEASUREMENT

Annual goal: The student will learn basic measurement vocabulary and math numeration skills necessary for measurement skills.

=====

date/code Short-term instructional objectives

=====

1. The student will observe adults using rulers, scales, measuring cups and spoons, tapemeasure. When given a verbal prompt, the student will 'identify' these devices.
2. The student will recognize that certain objects cannot be lifted or jumped.
3. The student will discriminate between large and small, big and little, thick and thin, heavy and light, long and short, more and less, full and empty.
4. With adult assistance, the student will use measuring cups and spoons in cooking and other functional situations.
5. The student will discriminate between hot and cold temperatures..

Criteria:

Compiled by: F. Fecteau, Steve Shipley

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 262p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.



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Associates Inc., Woburn, Mass. pages 61-2, 67-8, 69, 70-1, 75-6, 78-9, 82, and 84.

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto. 52p. (strand 37)

Portage Project. 1976. Portage Guide. Cooperative Education Service Agency 12, Portage, Wi. Motor, cards # 70 and 95.

Striefel, Sebastian and Mary Cadez. 1983. The Program Assessment and Planning Guide for Developmentally Disabled and Preschool Children. Charles Thomas, Springfield, Ill. Fine Motor, page 56.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2D-
goal number: 5

Curriculum area: READING

Annual goal: Increase awareness of books and improve discrimination skills.

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date/code	Short-term instructional objectives
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1. Matches circle, square, triangle, rectangle. (Brigance, Albert. 1978. p.154).
2. Points to when examiner names: circle, square, triangle, rectangle. (Brigance, Albert. 1978. p.154).
4. Matches red, blue, green, yellow, orange, purple, black, brown, white, pink, gray. (Brigance, Albert. 1978. p.152).
5. When going past stores, restaurants, and/or billboards, the student will recognize the name of the business or its product by its trademark (e.g., McDonald's golden arches; french fries, hamburger, etc.). (Striefel and Cadez. 1983. p.174, #11).
6. Turns pages of book 2-3 at a time to find named picture. (Portage Project. 1976. Cognitive #24).
7. Points to simple pictures that adult names i.e. "Where's the dog?".
8. Enjoys listening to story either, on record while book is held up or, when being read to by adult.

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Ellyn White.

References:

Portage Project. Portage Guide . 1976. Cooperative Education Service Agency 12, Portage, WI.

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide . Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2D-
goal number: 6

Curriculum area: EXPRESSIVE LANGUAGE

Annual goal: The child communicates to persons within his name and educational settings using prosody and tone of voice accompanied by conventional gestures, such as point, show etc. and begins to produce imitate word productions produced by the trainer and name common objects within his environment.

=====

date/code	Short-term instructional objectives
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1. Prior to communicating specific need or information, the child assures that other person is attending by tugging at sleeve, vocalizing loudly, waving at person, establishing proximity, etc.
2. If the child maintains proximity and attention to an activity which has been established by another person as the focus of an interaction.
3. When another person initiates a familiar turn-taking routine, child waits while partner takes a turn.
4. When partner concludes a turn in a familiar turn-taking game or routine, child fills own turn, anticipation the pattern in a chain of alternating events.
5. Points to, looks at, touches shows, gives or in other ways directs person's attention to object or activity to establish an object or activity as the focus of interaction. May bring person to object or activity, or bring object to the person.
6. Tries to affect the attention or action of another person and clearly expects a response to primitive, non-conventional signals eg. child may look briefly at receiver while reaching for object beyond reach, looks up at adult, raising arms to be picked up.
7. Child demonstrates the following communicative intents: 1. Request specific entity or action. 2. Protest or rejection. 3. Direct receiver's attention to self. 4. Direct receiver's attention to external entity or event.

Criteria:

References:

Hanna Rosmarie P., Lippert Emily A., Harris Ann B. Developmental Communication Curriculum Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Owens Robert E. Jr. Program for the Acquisition of language with the

Severely Impaired . Charles E. Merrill Columbus, Ohio 43216

Musselwhite Caroline R. St. Louis Karen W. Communication
Programming for the Severely Handicapped College-Hill Press
4580-E Canyon Road San Diego, California 92120

McLean, James E. and Lee S. et.al. 1981 Process-Oriented Education
Programs for the Severly Handicapped Adolescent, Bureau of
Child Research University of Kansas Parsons Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 20-
goal number: 7

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Curriculum area: RECEPTIVE LANGUAGE

Annual goal: The child will demonstrate skills in the areas of object relationships, Representation, Interaction skills and Comprehension which will allow him to function in his Educational, Home living, and Social, settings.

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date/code	Short-term instructional objectives
	1. The Child will demonstrate the ability to use tools in an appropriate way, eg. screwdriver, hammer, can opener, key etc.
	2. Independently carries out a chain of behaviors requiring sequenced action on two or more objects. eg. Assembles or constructs items from component parts.
	3. When presented with photo of object, selects equivalent object from an array of three items. When presented with object, can select equivalent photo from array of 3 photos.
	4. Matches objects on the basis of size, shape or color.
	5. Matches objects on the basis of their functional properties, such as things to be eaten, things to wear, things to write with.
	6. Responds appropriately to requests for a few specific and familiar objects that are out of sight, or to request for familiar actions without accompanying facial, gestural, or intonational cues.
	7. Responds appropriately to utterances that require comprehension of at least 2 of the words.

=====

Criteria:

References: Owens Robert E, Jr. Program for the Acquisition of language with the Severely Impaired Charles E. Merrill Columbus, Ohio 43216 1982

McLean, James E. and Lee S. et.al. Process-Oriented Education Programs for the Severely Handicapped Adolescent, Bureau of Child Research University of Kansas Parsons Research Center Oct. 8

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2D

goal number: 8

Curriculum area: JOB TECHNICAL

Annual goal: The student will play independently and along side other students for periods of up to 10 minutes.

date/code	Short-term instructional objectives
	1. Assemble toy(s), which have up to 4 parts, independently when sitting in a chair at a table.
	2. Assemble toy(s), which have up to 4 parts, while working along side an other student while sitting in a chair at a table for periods of up to 10 minutes.
	3. Play productively with a toy (i.e. ride a trike, swing) in a room or confined environment without prompts to stay on task for periods of up to 10 minutes.
	4. Play with large toys, which require some type of assembly or manipulation, (i.e. building blocks larger than 6" tall, play kitchen, play gardening) for periods of up to 10 minutes without prompts to stay on task.
	5. Play along side of other students as in #3 above without direct supervision for periods of up 10 minutes
	7. Achieve a on task behavior rating for 10 minutes of 70% over 5 consecutive days.
	8. Achieve a quality rating on sit down assembly jobs of at least 80% for 5 consecutive days.

Criteria: to be set in the iep meeting

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 2D-
goal number: 9

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Curriculum area: JOB RELATED

Annual goal: The parent(s) will update tentative life goals for their child, and the student will develop habits that will transfer into good worker traits.

=====

date/code	Short-term instructional objectives
	1. The parent(s) will update tentative life goals for the student which will include vocational placement, and domestic placement goals.
	2. The student will work for tangible rewards.
	3. The student will improve identified inappropriate social behavior.
	4. Finds way to and from classroom to bathroom.
	5. Student eats in cafeteria using acceptable table manners.
	6. Carries own tray to table.
	7. Student needs some assistance in bathroom.
	8. Student will be aware of other people in classroom. (Students and adults, as well as outside personnel.)
	9. Uses "Please" and "Thank you" without prompts.
	10. Makes wants and desires known.
	Criteria: Teacher and parent observation as to acceptable social behaviors.
	Compiled by: Dave Blaylock, Ellyn White.
	References:

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INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 20-

goal number: 10

Curriculum area: SENSORY MOTOR

Annual goal: The student will improve deficit sensory motor skills and use these skills in daily activities.

date/code	Short-term instructional objectives
	1. The student will visually track objects.
	2. The student will use a large writing instrument to write his first name.
	3. The student will use a spoon unassisted to feed him/her self.
	4. The student will play games that require sorting by shape, size, and texture.
	5. The student will control eye-hand coordination in daily tasks of eating, dressing, writing, and manipulating toys and use these skills on a daily basis.
	6. The student will demonstrate ample muscle power for personal mobility, eating, and sitting.
	7. The student will demonstrate awareness of his body in his/her environment.
	8. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.
	9. The student will use his/her hands to perform the following manipulations: a. twist b. pinch c. push together d. pull apart e. use the tips of the fingers to hold a pencil

Criteria: Subject to evaluation

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 2D

goal number: 11

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Curriculum area: Orientation Mobility

Annual goal: The student will move to destinations in his school and home with minimal assistance.

=====

date/code

Short-term instructional objectives

- =====
1. When given the command to go to a destination in the school area (bathroom, Mrs. Jones room), the student will move to that place.
 2. When given the command to go to a destination in his/her home, the student will go to that place.
 3. The student will play with minimal supervision on the school playground for periods of up to 20 minutes.

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 20
goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. Student will engage in cooperative play.

2. Student will use good manners with reminders from a caregiver.

3. Student demonstrates appropriate emotional behaviors with reminders from a caregiver.

=====

date/code	Short-term instructional objectives
=====	

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1. Student will engage in cooperative play.
 - a. Given the verbal cue "Share your toy with _____" the student will share his /her toy.
 - b. Student will play quietly without fighting with another student of approximate age for 20 minutes.
 - c. Student will engage in simple make believe activities e.g., house, cowboys, He-man.
 - d. Given a game situation the student will wait his/her turn with reminders.
 - e. The student will show increasing interest in interactive play rather than solitary play.
2. The student will use good manners with reminders from a caregiver.
 - a. The student will greet family and friends with reminders from caregivers.
 - b. The student will say "please" and "thank you" with reminders.
 - c. The student will engage in acceptable behavior in public.
 - d. The student will maintain eye contact when speaking.
3. The student will demonstrate appropriate emotional behaviors with a reminder from a caregiver.
 - a. The student will demonstrate the ability to channel frustrations.
 - b. The Student can acknowledge his/her own accomplishments.
 - c. The Student will want to do things for him/herself.
 - d. The student will not cry when separated from parents.
 - e. The student will imitate emotions expressed by adults.

Reference:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p. (pp.85,86,87)

Criteria:

Compiled by: Patty Killoran, Orvil Stokes

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 20-
goal number: 13

Curriculum Area: FOOD RELATED

Annual goal: The student will participate in food preparation and demonstrate eating skills.

date/code	Short-term instructional objectives
	1. When asked to clear and wipe the table the student will do so with assistance.
	2. When given the verbal cue "Set the table", the student will place placemats, silverware, plates, napkins, and cups with verbal instructions if necessary.
	3. Given a brush and sink, the student will wash produce in cold water with assistance.
	4. Given a selection of cooking ingredients, and given the verbal cue "Bring me the _____ (sugar, salt, Etc.)", the student will pick out the specific ingredient asked for by the caregiver.
	5. Given a selection of perishable and non-perishable foods and asked "Which of these belong in the refrigerator?" the student will point to the correct ones.
	6. When shown how the student will put dishes away.
	7. When shown how the student will scrape his plate.
	8. When given a variety of foods to eat the student will choose the proper utensil.
	9. Given a small milk carton the student will open it and insert a straw.
	10. The student will cut soft food with a fork.
	11. When eating the student will place the proper amount of food in his/her mouth and chew with mouth closed.
	12. Given the cue "Make a sandwich" and the equipment, the student will make a sandwich.
	13. Given a food that requires stirring, the student will stir without spilling.
	14. The student will wash hands before preparing food or eating.
	15. When given a spoon and a fork, the student will use the spoon for liquids and soft foods, and the fork for solids. (Striefel and Cadez. 1983., p.124, #34).
	16. The student will eat with a fork with minimal assistance.
	Criteria: 80% success for 5 consecutive days.
	Compiled by: Patty Killoran, Ellyn White.
	References:

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2D-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Dresses and undresses with minimal help except with difficult fasteners.

=====

date/code Short-term instructional objectives

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1. Knows front and back of clothes. (Portage Project. 1976. Self-Help Card #52)
2. Puts on "pullover" garments. (Brigance, Albert. 1978. p.96).
4. Removes "pullover" garments. (Brigance, Albert. 1978. p.94).
5. Puts on "pull up" garments. (Brigance, Albert. 1978. p.96).
6. Removes "pull down" garments. (Brigance, Albert. 1978. p.94).
7. Puts on dress. (Brigance, Albert. 1978. p.96).
8. Removes dress. (Brigance, Albert. 1978. p.94).
9. Puts on socks. (Brigance, Albert. 1978. p.96).
10. Removes socks. (Brigance, Albert. 1978. p.94).
11. Puts on shoes. (Brigance, Albert. 1978. p.96).
12. Removes shoes. (Brigance, Albert. 1978. p.94).
13. Puts on coat. (Brigance, Albert. 1978. p.96).
14. Removes coat. (Brigance, Albert. 1978. p.94).
15. Puts hat on head. (Portage Project. 1976. Self-Help Card #18).
16. Removes hat. (Portage Project. 1976. Self-Help Card #18).
17. Removes shirt. (Brigance, Albert. 1978. p.94).
18. Puts on shirt. (Brigance, Albert. 1978. p.96).
19. Zips and unzips non-separating zipper. (Brigance, Albert. 1978. p.98 & 100).

Criteria: 100% accuracy for 5 days.

Compiled by: Ellyn White.

References:

Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Woburn, Mass.

Portage Project. Portage Guide. 1976. Cooperative Education Service Agency 12, Portage, WI. 535 cards.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2D-
goal number: 15

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Curriculum area: HEALTH AND HYGIENE

Annual goal: 1. Cares for toileting needs with reminders.
2. Follows safety rules with reminders.
3...Cares for bathing and grooming with reminders.

=====

date/code Short-term instructional objectives

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1. The student will recognize the function of a comb, brush, soap, washcloth, toothbrush.
2. The student will attempt to bathe when given the proper equipment and assistance.
3. The student will attempt to comb and brush hair when given the proper equipment and assistance.
4. The student will blow/wipe his/her nose when reminded.
5. The student will seek a caregiver when sick or injured.
6. The student will cooperate and attempt to care for toileting needs under the direct instruction of a caregiver.
 - a. The student will model a sign or vocalization for "toilet"
 - b. The student will pull his/her pants up and down.
 - c. The student will use toilet tissue.
 - d. The student will flush the toilet.
 - e. The student will wash and dry his/her hands.
7. The student will follow safety rules as directed by a caregiver.

Criteria:

Compiled by: F.Fecteau

Reference:

Gonwa, Jim. 1984. A Mental Disabilities Curriculum Framework. Iowa
State Dept. of Public Instruction, Des Moines, Iowa.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2D-
goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

=====

date/code	Short-term instructional objectives
=====	
	1. Assists in cleaning up spills or dirt.
	2. Places trash in trash can.
	3. Assists in cleaning his/her bedroom.
	4. Picks up toys after play with prompts.
	5. Vacuums open area of rug with assistance.
	Criteria: 80% success for 5 consecutive days.
	Compiled by: Dave Blaylock, Ellyn White.
	Reference:
	Santa Cruz County Schools. 1973. <u>Behavioral Characteristics Progression</u> (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 2D-
goal number: 17

Curriculum area: LEISURE RECREATION

Annual goal: The child will demonstrate the ability to utilize free time or play time at school and home for appropriate leisure activities.

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date/code	Short-term instructional objectives
	1. The child imitates other children and family members at home and school involved in leisure activity.
	2. Explores immediate environment within home and school for familiar activities and objects (kitchen utensils, toys and games).
	3. Explores selected environment for new play objects and new materials.
	4. Notices scenery and people when riding in vehicle.
	5. Goes on short walks with adults to explore environment.
	6. Roams and explores randomly to specified boundaries (within entire room, yard, etc.).
	7. Uses designated locations for play activities.
	8. Observes others, shows likes and dislikes for leisure activities.
	9. Plays for short period with chosen peer in chosen play activity.
	10. Shows pleasure or displeasure with peer by interacting with him or ignoring him.
	11. Chooses one play activity or play object (from a choice of several) with assistance.

=====

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977

McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social Skills For Severely Retarded Adults 1980 Research Press 2612 North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 34
goal number: 1

Curriculum area: Time

Annual goal: The student will meet time schedules in school situations.

[illegible]

- 1 The student will state personal beginning and ending time of school related activities.
- 2 The student will be on time for school classes and activities without prompting.
- 3 The student will use free time at school job accurately (i.e. lunch, breaks).
- 4 The student will use automatic time clock to record school period in and out time.
- 5 The student will use manual time clock to record school period in and out time.
- 6 The student will write school period in and out time on a preprinted form with self solicited assistance if necessary.
- 7 The student will set a timer and use it to time activities related to his/her school assignment and/or cooking tasks.
8. The student will make and keep appointments with self solicited assistance.
- 9 The student will meet schedules of one set route of a public transit system.
10. When given the time the student will set a digital watch (personal watch if appropriate).
11. When given the time the student will set a hand clock and/or watch.
12. The student will wear and use a personal wrist watch or personal time piece to school for 10 consecutive school days.
13. The student will accept change in school time schedule without acting out behavior and/or lateness.

Compiled by: David Blaylock, F.Fecteau

Reference:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3A

goal number: 2

=====

Curriculum area: Money

Annual goal: The student will budget and spend his own money with assistance from a responsible person.

=====

date/code

Short-term instructional objectives

=====

The student will:

1. Use coins and bills to make purchases in public situations (McCarron et al, 1982, p.239-40).
2. State ways that overspending can take place and the consequences of overspending.
3. Cash checks without assistance (McCarron et al, 1982, p.175)
4. State example and non-examples of responsible people and choose at least one person who could help him/her with money matters.
4. Figure a personal weekly and/or monthly budget with assistance from a responsible person when given a paycheck or allowance and an electronic (mechanical mode) calculator.
5. Purchase services and products budgeted for in #4 above with direct and indirect assistance from a responsible person. (McCarron et al, 1982, p.176).
6. Define savings account (money deposited in savings institution ... must to to bank to get it out ... interest paid) (McCarron et al, 1982, p.176).
8. Open and use a savings account with assistance from a responsible person.
9. Establish a safe method of saving small amounts of money at home and on his/her person.
10. Explain unsafe methods of carrying money (Keep large amount. of money, show money to others, etc.).
11. Receive and use a school paycheck geared around a token economy. (McCarron et al, 1982, p.177).

Compiled by: David Blaylock, F.Fecteau

Criteria: 100% accuracy

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

=====

CODE: 0 = to be completed	curriculum module: 3A
/ = being worked on	goal number: 3
X = completed	

=====

Curriculum area: Measurement
Annual goal: Make basic liquid, weight, and linear measurements
(McCarron et al, 1982, p.252-69)

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date/code	Short-term instructional objectives
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=====

The student will:

1. Make full cup measurements with 1 cup, 1/2 cup, 1/4 cup, 3/4 cup, 1/3 cup, and 2/3 cup.
2. Make measurements with graduated measuring cup.
3. Make full measurements with measuring spoons.
4. Make measurements to foot, inch, and 1/2 inch marks on various rulers and tapes (McCarron et al, 1982, p.85)
5. Make yard measurements with yard stick.
6. Make measurements to nearest millimeter.
7. Read temperatures on a standard household thermometer.
8. Use a household thermometer to select appropriate outer clothing for a days activities.
9. Use a scale to measure pounds.
10. Apply the above measuring skills to cooking situations.
11. Apply the above measuring skills to his/her school related job.

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials per day.

Compiled by: David Blaylock, Faith Fecteau

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 48

goal number: 4

=====

Curriculum area: Writing

Annual goal: The student will write simple statements, write letters, and mail letters.

=====

date/code	Short-term instructional objectives
	1. Write simple statements in phrase or sentence form stating personal wants, needs, or feelings (3 of 4 per day that make sense for 10 consecutive days).
	2. Address and stamp envelopes (McCarron, et al, 1982, p.172-73) (100% accuracy of form when given address for 5 of 5 envelopes for 3 consecutive days).
	3. Write personal letters or notes in proper form (5 of 5 that make sense and are of proper form).
	4. Identify mail boxes in public places and mail letters (find 4 boxes in public places 3 different days). (McCarron, et al, 1982)

=====

Criteria:

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron. 1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas. 296 p.

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto, California. 52 p. (Strand 37, 38)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3A-
goal number: 5

Curriculum area: READING

Annual goal: Student will read for survival and leisure.

=====

date/code	Short-term instructional objectives
	1. Reads and follows directions of simple labels.
	2. Reads and demonstrates an understanding of UTA bus schedules.
	3. Uses public library to check out books.
	4. Reads and demonstrates an understanding of international symbols.
	5. Reads job application and knows how to fill it out.
	6. Reads for leisure activity.

=====

Criteria: 90% accuracy for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3A-
goal number: 4

=====

Curriculum area: Expressive Language

Annual goal: The student will accurately communicate wants needs and emotions using phrases which reflect a knowledge of adult grammar as well as the functions of language and conversational rules that maintain clarity of intent. These skills will be demonstrated in domestic living, social, and selected employment and community situations.

=====

date/code Short-term instructional objectives

=====

1. Student gains and maintains the attention of other in socially acceptable ways.
2. Uses others a resources when a task is difficult.
3. Assumes control in peer-related activities or follows the lead of others.
5. Expresses bothe affection and hostility to others.
6. Competes with peers - exhibits interpersonal competition.
7. Praises onself and/or show prode in one's accomplishments.
8. Reads dffectively the feedback to others when they communicate.
9. Evaluates the messages of others critically and makes appropriate comments regarding such evaluations.
10. Takes the role of another person effectively without being pushed to do so.
11. Presents a conceptualization of one's own thought, as well as the thoughts of others.
12. Gives, as well as understands, complex referential messages; adapts referential messages to the needs of others.
13. Student will conduct business in public situations correctly and appropriately.
14. Student will use courtesy words at appropriate times.
15. Student will demonstrate the ability to conduct himself/herself appropriately in interviews for employment and other purposes.
16. Student will demonstrate the ability to communicate effectively in employment situations with his/her employer as well as other employees.

References:

Loban W. Language Ability in the Middle-Grades of Elementary School. U.S. Office of Education (1961)

The Speech Communication System Distinguishing Behavioral Talens of Communicatively Competent Individuals.

Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CCODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 3A-
goal number: 7

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Curriculum area:Receptive Language: The child will also demonstrate receptive language abilities necessary to successfully comprehend directions and function appropriately in educational, vocational training social, home living and selected community activities.

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date/code	Short-term instructional objectives
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References:

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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teaching station: 3A
goal number: 8

=====

Curriculum area: JOB TECHNICAL

Annual goal: The student will work at jobs within his school.

=====

date/code	Short-term instructional objectives
=====	
	1. Work individually at short cycle, repetitive tasks where a product is produced (i.e. 1 piece assembly, pasting labels on envelopes) for periods of up to 1hr.
	2. Follow 4 step verbal directions (i.e. put part A on part B, put part A & B in a box, close the lid, and stack it).
	3. Follow 6 step written directions to perform a job.
	3. Achieve desired productivity ratings on a school job.
	4. Achieve desired work quality rating on a school job
	7. Follow school safety rules at 100% accuracy for a 20 day period.
	9. Requests more work when completed with assigned tasks.
	10. Work cooperatively with up to 5 other students in a classroom setting for up to 1 hour.
	5. Participate in making and follows classroom rules.

=====

Criteria: 80% accuracy as judged by teacher for 5 consecutive days.

Written by: David Blaylock

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3A -
goal number: 9

Curriculum area: JOB RELATED

Annual goal: The student will define the role of working adults, define some of the tasks that he will need to complete before becoming a working adult, and start to achieve some of these objectives.

=====

date/code Short-term instructional objectives

=====

1. Explain how producing quality school work is related to his/her future life and the consequences of poor work.
2. Give verbal or written reports of at least 4 jobs or job clusters of interest. Include interesting and uninteresting aspects, likes and dislikes, and entrance requirements.
3. The student and parent will choose a specific cluster of jobs for the student to prepare for, and write a plan to meet this objective and include this as an IEP goal.
4. State school safety rules, state the purpose of these rules, and help to modify and formulate new safety rules.
5. Take and finish independent school assignments. (i.e. organize school party, special science projects, etc.)
6. Report on the purpose of safety rules on jobs and the consequences if there were no safety rules.
7. Define employee, employer, customer, product and service, and report on how these relate to each other.
8. Uses pay phone appropriately.
9. When a female student has a purse with her, she will keep it within reach and/or her surveillance at all times. (Striefel and Cadez. 1983, p.244, #36).
10. Student pays for own lunch in the cafeteria.
11. Takes part in peer group activities such as clubs, teams, dances, or parties. (Santa Cruz County Schools. 1973, Strand 25, #48.0).
12. Conforms to stated and implied rules of conduct for school/play/home/work situations. (Santa Cruz County Schools. 1973, Strand 26, #32.0).
13. Student rides public transportation with assistance as to correct bus, paying fares, and appropriate place to get off.
14. Is able to find way to and back from at least 5 different places in neighborhood. (Apollini and Westaway. 1978, 1.2.14).
15. Shops for own clothes with minimal assistance regarding article and cost of article.

Criteria: Teacher and parent observation, no norms available.

Compiled by: Dave Blaylock, Ellyn White

References:

Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent, Apollini and Westaway. 1978 Associates, Bellevue, WA. 14 vols.

Brolin, 1978. Ohio Dept. of Mental Health and Mental Retardation, 1977. 39p.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide. Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3A-
goal number: 10

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Curriculum area: SENSORY MOTOR

Annual goal: The student will use sensory motor skills in daily activities.

=====

date/code	Short-term instructional objectives
=====	
1. The student will improve his/her visual motor skills in daily living tasks (i.e. food preparation, use of games, writing, and art work).	
2. The student will sort objects by size, shape, configuration, and texture.	
3. The student will use persistent control to manipulate entertainment devises, and food related utensils commonly found in his environment.	
4. The student will demonstrate needed muscle power to perform normal daily activities of walking, grip, climbing, and running.	
5. The student will demonstrate needed kinesthetic integration in normal daily activities of eating, leisure, and school work.	
6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work, household tasks, and eating.	
7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.	
Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.	
References: McCarron, 1976, p203; McCarron-Dial Systems, 1981; McCarron, Dial, 1979.	

- =====
1. The student will improve his/her visual motor skills in daily living tasks (i.e. food preparation, use of games, writing, and art work).
 2. The student will sort objects by size, shape, configuration, and texture.
 3. The student will use persistent control to manipulate entertainment devises, and food related utensils commonly found in his environment.
 4. The student will demonstrate needed muscle power to perform normal daily activities of walking, grip, climbing, and running.
 5. The student will demonstrate needed kinesthetic integration in normal daily activities of eating, leisure, and school work.
 6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work, household tasks, and eating.
 7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981; McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

=====

curriculum module: 4B-
goal number: 11

=====

Curriculum area: Orientation mobility

Annual goal: The student will travel independently to various destinations in the community by bus and walking.

=====

date/code Short-term instructional objectives

=====

1. Find various landmarks in the community (e.g. buildings, intersections)
2. Find a specified address when given a landmark within 2 blocks distance.
3. Find different assigned bus stops (McCarron et al, 1982, p.162).
4. Check destination of bus before boarding by reading signs on the bus or asking the driver.
5. Board the bus if destination is correct and ask for assistance if needed.
6. Pay bus fare with correct change or token.
7. Remain oriented on bus (e.g. state destination and approximate distance to destination).
8. Signal the bus driver of need to get off between 1 and 1/2 block of destination bus stop.
9. Use a inter-city bus service to travel to one destination on a regular basis.
10. Walk to one destination on a regular basis.
11. Choose the best method of travel to different assigned destinations.
12. Travel to different assigned destinations on a regular basis.

Criteria: 100% accuracy for 5 consecutive trials for safety tasks and 80% accuracy for 3 consecutive days for other tasks.

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.

McCarron-Dial Systems, Dallas, Texas. 296 p.

Santa Cruz County Schools. 1973. Behavioral Characteristics
Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27
and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3A-

goal number: 12

=====

Curriculum area: Socialization

Annual goals: The client will appropriately take social roles within his home, community situations and place of employment.

=====

date/code	Short-term instructional objectives
	1. Perform social rituals:
	a. greet others
	b. make departing statements
	c. fill personal turn in social conversations
	d. make introductions
	e. help others when the opportunity is presented
	f. thank others when the opportunity is presented
	2. Perform social eating skills:
	a. use eating utensils appropriately
	b. pass food to others
	c. share food with others
	d. order food in fast food restaurants
	e. order food in full service restaurants.
	3. Be responsible in various situations:
	a. care for personal property
	b. have personal ID available
	c. clean work area, locker, and eating area
	4. Demonstrate appropriate public behavior:
	a. wait in lines.
	b. choose appropriate clothing for situation
	c. follow public rules
	d. register complaints

=====

Criteria: 80% accuracy for 3 consecutive days.

NOTE: SEE RECEPTIVE AND EXPRESSIVE LANGUAGE FOR OTHER socialization OBJECTIVES

Compiled by: Orvil Stokes, Patty Killoran

References:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

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curriculum module: 3A-

goal number: 13

=====

Curriculum area: FOOD RELATED

Annual goal: The student will prepare and clean up meals and snacks.

=====

date/code

Short-term instructional objectives

=====

1. Plans 3 variations (cooked or uncooked) of breakfast, lunch, and dinner menus.
2. Makes shopping list for above meal plans without assistance.
3. Serves food by self. (Santa Cruz County Schools. 1973., Strand 43, #50.0).
4. Cleans up kitchen after preparing food including returning ingredients to shelves. (Santa Cruz County Schools. 1973., Strand 43, #44.0).
5. When in a restaurant the student will order what she/he wants from the menu or ask for help if she/he does not have the necessary reading skills. (Striefel and Cadez. 1983., p. 126, #52).
6. When given a pitcher with liquid in it and the verbal cue, "Fill the glasses with _____", the student will carry the pitcher to the table and fill the glasses without spilling. (Striefel and Cadez. 1983., p.230, #20).
7. When shown how to cut vegetables, the student will imitate correctly. (Striefel and Cadez. 1983., p.232, #34).
8. When unpacking groceries the student will put perishable items in the refrigerator.
9. Follows written recipe for simple foods such as french toast, with minimum prompts.

Criteria: 80% success for 3 consecutive days.

Compiled by: Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp.,

Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program
Assessment and Planning Guide, Charles Thomas, Springfield,
ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3A-
goal number: 14

Curriculum area: CLOTHING RELATED

Annual goal: Student will purchase and take care of own clothing.

=====

date/code	Short-term instructional objectives
	1. Student will dress independently in a reasonable amount of time and at appropriate times.
	2. Student will purchase clothing independently by selecting clothes, trying them on, and making purchase.
	3. Wears appropriate jewelry for the occasion.
	4. Sorts laundry to be washed into lights, darks, whites, and towels.
	5. Puts stain remover on any article of clothing that has a stain on it that detergent alone will not remove.
	6. Loads washing maching, puts soap and fabric softener in (in appropriate amounts), sets water temperature and load size, and starts washing machine.
	7. When washing maching stops, student will put clothing in dryer, after removing any articles that should not go into the dryer, and sets proper temperature and time and starts dryer.

=====

Criteria: 90% accuracy for 3 consecutive trials.

Compiled by: Patty Killoran, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 3A-
goal number: 15

Curriculum area: Health and hygiene

Annual goal: The student will maintain his own personal health and hygiene.

=====

date/code	Short-term instructional objectives
=====	

The student will:

1. Bathe without assistance at appropriate intervals (SSSQ p.141)
2. Maintain own hair without assistance (SSSQ p.141).
3. Use grooming aids (e.g. deodorant, nail polish, etc.).
4. Brush teeth at least 1 time per day (SSSQ p.142).
5. Clean and cut fingernails (SSSQ p.143).
6. Use an electric shaver to remove body hair.
7. Set and follow a daily schedule for exercise.
8. Identify personal illnesses (SSSQ p.152).
9. Treat minor cuts and scrapes.
10. Take non-prescription drugs when needed (SSSQ p.154).
11. Treat minor burns (SSSQ p.149).
12. Explain a safe method of removing foreign matter from the eye (SSSQ p.151)
13. Demonstrates knowledge and practical application of safety rules.

Criteria: 100% accuracy for 3 consecutive days.

Compiled by: F. Fecteau

Reference: Street Survival questionnaire

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

/ = being worked on

X = completed

=====

curriculum module: 3A-

goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will identify, use and maintain household tools and assist in cleaning a home.

=====

date/code	Short-term instructional objectives
	1. Identify and state the use of the following tools (McCarron, Cobb, Smith, Barron. 1982. sec.3): ax, hand saw, crow bar, crescent wrench, claw hammer, std. screwdriver, phillips screwdriver, square, hand drill, and plane.
	2. Use the tools listed in #1 above in applied situations.
	3. Maintain the tools listed in #1 above (sharpen, lubricate, and adjust).
	4. Use the following household tools with assistance: push broom, straight broom, and upright vacuum.
	5. Assist in cleaning household surfaces (i.e. counters, walls, floors, windows, floors, and bathroom fixtures).
	6. Replaces burned out lightbulbs.
	7. Rakes yard.
	8. After determining when vacuuming is necessary, student will vacuum entire house. (Santa Cruz County Schools. 1973., Strand 44, #13.0 and 14.0).
	9. When assigned task student will empty and dispose of properly all wastepaper in baskets in entire house. (Striefel and Cadez. 1983, p. 213, #7).
	10. When necessary, the student will replace an empty roll for a full roll of toilet paper without prompting. (Striefel and Cadez. 1983, p. 217, #34).
	11. Uses stove, toaster, mixer, and oven without assistance. (Apollini and Westaway. 1978., 3.10.3, 3.10.5, 3.10.7, 3.10.9).
	Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Apollini, Tony, and Westaway, Ann M. 1978. Becoming Independent, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14 vols.

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron, Patsy. 1982. Curriculum Guides for McCarron, Cobb, Smith, Barron. 1982. . McCarron-Dial Systems, Dallas, TX. 249p.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Students:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3A-
goal number: 17

=====

Curriculum area: LEISURE RECREATION

Annual goal: The student will identify and participate in legal and appropriate leisure time activities available to him

=====

date/code Short-term instructional objectives

=====

1. Identify leisure time activities available to him
2. Makes visits outside immediate neighborhood to explore leisure activities.
3. Models appropriate behavior in new situations.
4. Uses leisure environment suitable to chosen activity.
5. Respects property and equipment of public areas.
7. Plans leisure activities according to seasons or weather changes.
8. Participates in sport activities and quiet games with friends.
9. Attends festivals and social events in the community with friends. and family.
10. Develops preferences in community leisure that are appropriate to age, culture, sex, etc.
11. Calls friends without supervision, invites them to participate in activities.

References: Ohio Department of Mental Health and Mental Retardation
 Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social
 Skills For Severely Retarded Adults 1980 Research Press 2612
 North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 3B
goal number: 4

Curriculum area: Time

Annual goal: The student will read and use time in the school situation (SSSQ p.193-216).

=====

date/code	Short-term instructional objectives
	1. The student will read numbers 1-60.
	2. The student will count by 5s to 60.
	3. When shown a clock with the long hand on various numbers, the student will indicate an understanding that the long hand on 1 means 5, on 2 means 10 etc. minues after the hour.
	4. The student will tell time to the hour, half-hour, and quarter hour.
	5. The student will tell time to the five minute mark.
	6. The student will read time on a digital clock.
	7. When given a day of the week, the student will state the next or previous day.(SSSQp.212).
	8. The student will state the months of the year. When given the name of a month, the student will name the next and previous month.(SSSQp.213)
	9. Given a calendar, the student will locate a specified date.(SSSQp.215-16)
	10. Given a calendar, the student will locate previous and future dates on a calendar from today's date.(SSSQp.215-216)
	11. Given two of the following, initiation time, time to complete task, or finish time, the student will time activities, appointments, and tasks.

=====

Criteria: 100% accuracy for 3 consecutive days with 5 trials per day.

Compiled by: David Blaylock, F.Fecteau

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 38

goal number: 2

=====

Curriculum area: Money

Annual goal: The student will budget and spend his own money with assistance from a responsible person.

=====

date/code

Short-term instructional objectives

=====

The student will:

1. Use coins and bills to make purchases in public situations (McCarron et al, 1982, p.239-40).
2. State ways that overspending can take place and the consequences of overspending.
3. Cash paychecks without assistance (McCarron et al, 1982, p.175)
4. State example and non-examples of responsible people and choose at least one person who could help him/her with money matters.
4. Figure a personal weekly and/or monthly budget with assistance from a responsible person when given a pay check and an electronic (mechanical mode) calculator.
5. Purchase services and products budgeted for in #4 above with direct and indirect assistance from a responsible person. (McCarron et al, 1982, p.176).
6. Define savings account (money deposited in savings institution ... must to to bank to get it out ... interest paid) (McCarron et al, 1982, p.176).
8. Open and use a savings account with assistance from a responsible person.
9. Establish a safe method of saving small amounts of money at home and on his/her person.
10. Explain unsafe methods of carrying money (Keep large amount. of money, show money to others, etc.).
11. Briefly explain paycheck deductions (McCarron et al, 1982, p.177).

Compiled by: David Blaylock, F.Fecteau

Criteria: 100% accuracy

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

curriculum module: 38

/ = being worked on

goal number: 3

X = completed

=====

Curriculum area: Measurement

Annual goal: The student will demonstrate an understanding of basic household measurements.

=====

date/code

Short-term instructional objectives

=====

1. The student will select the correct size and type of measuring device required for the completion of a task.
2. The student will correctly use measurement vocabulary such as large and small; big and little; thick and thin; heavy and light; long and short; more and less; full and empty.
3. The student will identify numbers 1-100.
4. The student will read a household thermometer.
5. The student will discriminate between hot and cold temperatures.
6. The student will set a household thermostat to an appropriate temperature.
7. The student will identify appropriate clothing for specified outside temperatures.
8. The student will measure a full cup, half cup, three fourths, and one fourth cup liquid and powder in cooking and other functional situations.
9. The student will use measuring spoons in cooking and other functional situations.
10. The student will use a ruler to measure objects to the nearest inch.
11. The student will use a bathroom scale to measure his/her weight.

Criteria: 100% accuracy for 3 consecutive days with 5 trials per day.

Compiled by: David Blayock, F. Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 3B
goal number: 4

Curriculum area: Writing

Annual goal: The student will write simple statements, write letters, and mail letters.

=====

date/code	Short-term instructional objectives
	1. Write simple statements in phrase or sentence form stating personal wants, needs, or feelings.
	2. Address and stamp envelopes (McCarron, et al, 1982, p.172-73) (100% accuracy of form when given address for 5 of 5 envelopes for 3 consecutive days).
	3. Mail letters when taken to a mail box.

=====

Criteria:

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron.
1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas.
296 p.

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto, California. 52 p. (Strand 37, 38)

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3B-
goal number: 5

Curriculum area: READING

Annual goal: The student will read and understand common signs,
instructions, and read for information and entertainment.

=====

date/code Short-term instructional objectives

=====

1. Recognize and explain the directions given on 21 common
directional signs (McCarron, Cobb, Smith, Barron. 1982.
p.39-62).
2. Read and follow directions of international symbols
(McCarron, Cobb, Smith, Barron. 1982. p.39-62).
3. Read and obtain information from simple newspaper ads.
4. Read and answer questions about simple instructions (i.e.
prescriptions, food instructions, work instructions).
(McCarron, Cobb, Smith, Barron. 1982. p.156).
5. Read and obtain information from short periodical articles at
66% accuracy.
6. Read at least 20 minutes per day for entertainment.

Criteria: 100% accuracy for 3 consecutive days unless otherwise
stated.

Compile by: Dave Blaylock, Ellyn White.

References:

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron,
Patsy. 1982. Curriculum Guides for SSSQ. McCarron-Dial
Systems, Dallas, TX. 296p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3B-
goal number: 6

Curriculum area: Expressive language

Annual goal: The student will demonstrate the ability to communicate wants, needs, and emotions using simple language skills and rules of adult communication within his living, community, educational, employment and social situations.

=====

date/code	Short-term instructional objectives
	1. The student will express verb + pronoun constructions
	2. The student will express adjective + noun constructions.
	3. The student will express pronoun it, this, that + adjective constructions.
	4. The student will express verb + indefinite pronoun constructions.
	5. The student will express noun + verb + noun constructions.
	7. The student will express verb + noun + noun constructions.
	8. The student will express verb + verb + noun constructions.
	9. The student will express three word constructions including pronouns.
	10. The student will express verb + Adjective + noun constructions.
	11. The student will express three-word constructions including pronouns, adjectives adverbs.
	12. Given a public eating establishment, the student will indicate food preference and order appropriately.
	13. Given an opportunity, the student will interact with peers appropriately.
	14. Given an opportunity, the student will interact with family members appropriately.
	15. Given an opportunity the student will interact with familiar adults appropriately.
	16. Given an opportunity the student will interact with unfamiliar adults (public places) appropriately.
	17. Given a work setting the student will express wants, needs, and preferences in an appropriate manner.
	18. Given an emergency situation, the student will ask for assistance.
	19. Given a dept. store the student will communicate likes, dislikes, wants, and desires with whomever they are shopping.
	20. Given a grocery store the student will communicate likes, dislikes, wants and desires with whoever they are shopping.

Criteria:

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.
Developmental Communication Curriculum Charles E. Merrill
Publishing company.

McLean James E. and Lee S. A Transactional Approach to Early
Language Training Charles E. Merrill Publishing Company.

Waryas Carol Lynn, Campbell Kathleen Stremel 1982 Communication
Training Program DLM Teaching Resources Allen, Texas 75002

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

teaching station: 3B-

goal number: 7

Curriculum area: Receptive Language

Annual goal: The student will demonstrate the ability to understand and perform requests in his/her home living, educational, employment, and community situations.

date/code

Short-term instructional objectives

1. The student will demonstrate understanding of temporal, conditional or causal clauses.
2. The student sequences events in a story
The child provides and sequences new elements associated with another's story.
3. The child demonstrates an understanding of rules which organize recreational activity.
4. The student will understand and play simple board games with peers.
5. Given requests in the classroom by members of the staff, the learner responds correctly with no prompts.
6. Given requests in the home the by members of the family, the student responds correctly with no prompts.
7. Given direction or requests in public places by familiar adults the learner responds correctly with no prompts.
8. Given directions or requests in public places by unfamiliar authority figures, the student will respond correctly with no prompts.
9. Given direction or requests from teachers and/or supervisors, the learner will respond correctly with no prompts.
10. Given an emergency situation the student will respond correctly only to authority figures with no prompts.
11. The student will develop an understanding of vocabulary words which are specifically related to experiences and requirements within his/her vocational training program.

Im15

References:

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

teaching station: 3B

goal number: 8

=====

Curriculum area: JOB TECHNICAL

Annual goal: The student will work in a simulated work environment within his classroom.

=====

date/code

Short-term instructional objectives

=====

1. Work individually at short cycle, repetitive tasks (i.e. 1 piece assembly, pasting labels on envelopes, (etc.) for periods of up to 1hr.
2. Follow 3 step verbal directions (i.e. put part A on part B, put part A & B in a box, and close the lid.
3. Achieve desired productivity ratings on a classroom job.
4. Achieve desired work quality rating on a classroom job
7. Follow school safety rules at 100% accuracy for a 20 day period.
9. Requests more work when completed with assigned tasks.
10. Work cooperatively with up to 5 other students in a classroom setting for up to 30 minutes.
5. Participate in making and follows classroom rules.

Criteria: 80% accuracy as judged by teacher for 5 consecutive days.

Written by: David Blaylock

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date began:

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CODE: O= to be completed
 /= being worked on
 X= completed

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curriculum module: 3B-
goal #: 9

=====

Curriculum area: JOB RELATED

Annual goal: The student will explain how money can be earned by working members of society and will also work on appropriate social and cognitive skills needed to acquire the necessary job related skills for sheltered employment.

=====

date/code Short-term instructional objective

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1. Verbally report on his/her mother's and/or father's job(s) explaining job duties, educational preparation, and personal likes and dislikes of the job(s).
2. Verbally report on at least 3 jobs of interest stating job duties, educational preparation, and personal likes and dislikes of the jobs.
3. State school safety rules and explain the purpose of these rules.
4. Work in a classroom simulation of a business or work place in his/her classroom which would include an employer (teacher), employees or workers (students), and rewards for work in the form of tangibles and/or tokens.
5. List at least three things that he/she can do to improve his/her school work within the classroom economy.
6. Achieve the goals listed in #4 above.
7. Report on how working members of society earn money and why they need money.
8. Writes address and phone number.
9. When asked to call his/her own phone number, the student will dial it correctly. (Striefel and Cadez. 1983., p.242, #23).
10. When given a key to the door of his/her residence, the student will lock door upon leaving and unlock door upon returning.
11. When the student answers the phone, she/he does not indicate to the caller that she/he may be home alone. (Striefel and

Cadez. 1983., p. 244, #39).

12. When out shopping or on an outing, the student will keep loose change in his/her pocket or purse and an appropriate amount of paper currency in his/her billfold or wallet and only remove it when necessary. (Striefel and Cadez. 1983. p.244, #35).
13. Tries again when change or disappointment occurs without a recovery period, reassurance, or reasons. (Santa Cruz County Schools. 1973., Strand 23, #28.0).
14. Student eats lunch in cafeteria using acceptable table manners and eating habits.
15. Tells time to five-minute intervals. (Santa Cruz County Schools. 1973., Strand 2, #21.0).
16. Finds way to and from classroom to any other place in school.
17. Knows how to use time clock.
18. Follows 3 step directions.
19. Student gets ready for school (work) independently.
20. Writes name, address, phone number, and birth date on teacher made application.

CRITERIA:90% success for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White

REFERENCES:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide ,Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3B-
goal number: 10

Curriculum area: SENSORY MOTOR

Annual goal: The student will use sensory motor skills in daily activities.

=====

date/code	Short-term instructional objectives
	1. The student will improve his/her visual motor skills in daily living tasks (i.e. food preparation, use of games, writing, and art work).
	2. The student will sort objects by size, shape, configuration, and texture.
	3. The student will use persistent control to manipulate entertainment devises, and food related utensils commonly found in his environment.
	4. The student will demonstrate needed muscle power to perform normal daily activities of walking, grip, climbing, and running.
	5. The student will demonstrate needed kinesthetic integration in normal daily activities of eating, leisure, and school work.
	6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work, household tasks, and eating.
	7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

=====

Criteria: Subject to evaluation by the McCarron-Dial System or other appropriate instrument.

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3B-
goal number: 11

=====

Curriculum area: Orientation Mobility

Annual goal: The student will travel with minimal supervision to a few predetermined destinations

=====

date/code	Short-term instructional objectives
	1. Cross streets without pedestrian signals or traffic signals, without safety violations (i.e. standing off the curb, not looking all ways for approaching cars, and not yielding to automobile traffic)
	2. Cross streets with pedestrian signals without safety violations (i.e. waiting for signal change in the street, walking against a signal, pauses or spirits of speed while walking, not looking in all directions before walking, and not yielding to non-yielding traffic).
	3. Find and identify by name at least 10 community landmarks when taken to within 2 blocks of the destination (buildings, prominent intersections, etc.)
	4. Walk to predetermined destinations (store, job, friends, house) on a regular basis with minimal assistance

=====

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27 and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 38-

goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. Client engages in leisure activities during free time.

2. Client demonstrate appropriate emotional behaviors.

3. Client demonstrates appropriate public behaviors.

4. Client demonstrates appropriate conversational

skills.

date/code

Short-term instructional objectives

1. Client engages in leisure activities.
 - a. Client will engage in group exercise programs.
 - b. Clients will engage in arts and craft activities.
 - c. Client will make use of movies, libraries, etc.
 - d. Client will play table games.
2. Client demonstrate appropriate emotional behaviors.
 - a. Client will recognize what emotion he/she is feeling and express that emotion in an constructive way.
3. Client will demonstrate appropriate public behavior.
 - a. Client will use a moderate voice in a public place.
 - b. Client will make sure all clothing is on and fastened properly.
 - c. Client will avoid display of any body functions.
4. Client will demonstrate appropriate conversational skills.
 - a. Client will speak truthfully and politely in a conversation.
 - b. Client will use appropriate volume and tone.
 - c. Client will speak clearly.
 - d. Client will provide the listener with no more information than is needed.

Compiled by: Orvil Stokes, Patty Killoran

Reference:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p.

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 38-

goal number: 13

Curriculum area: FOOD RELATED

Annual goal: The student will assist in the preparation of meals and snacks.

date/code

Short-term instructional objectives

1. Use an electric can opener (McCarron, Cobb, Smith, Barron. 1982. p.115).
2. Use a manual can opener (McCarron, Cobb, Smith, Barron. 1982. p.115).
3. Use a sifter to sift flour (McCarron, Cobb, Smith, Barron. 1982. p.116).
4. Grate various foods (McCarron, Cobb, Smith, Barron. 1982. p.117).
5. Dice various foods (McCarron, Cobb, Smith, Barron. 1982. p.147).
6. Prepare snacks with raw vegetables (McCarron, Cobb, Smith, Barron. 1982. p.122).
7. Set stove dials on burners and ovens (McCarron, Cobb, Smith, Barron. 1982. p.124).
8. Wash dishes (McCarron, Cobb, Smith, Barron. 1982. p.147)
9. Prepare 3 variations of uncooked snacks.
10. Prepare 3 variations of cooked snacks.
11. Prepare 3 uncooked or cooked breakfast items.
12. Prepare 3 uncooked or cooked lunch items.
13. Prepare 2 cooked evening meal items.
14. Assist in making shopping lists and purchasing food for the above cooking experiences.
15. Uses measuring cups and spoons to measure for recipes.
16. Serves self from bowl taking appropriate amount of food.
17. Follows simple directions for recipes of pre-packaged mixes.

Criteria: 80% accuracy for 3 consecutive days or as stated.

Compiled by: Patty Killoran, Ellyn White.

References:

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron, Patsy. 1982. Curriculum Guides for McCarron, Cobb, Smith, Barron. 1982. .McCarron-Dial Systems, Dallas, TX. 296p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3B-
goal number: 14

=====

Curriculum area: CLOTHING RELATED

Annual goal: The student will dress him/herself and assist in purchasing clothing.

=====

date/code	Short-term instructional objectives
	1. Dress self without assistance in reasonable amount of time.
	2. Make personal choice of style and type of clothing.
	3. State shoe size, shirt or blouse size, and pant size. (McCarron, Cobb, Smith, and Barron. 1982. p.127).
	4. Assist an adult in making clothing purchases for him/herself.
	5. Attempts to maintain a clean, neat appearance throughout the day. (Santa Cruz County Schools. 1973. Strand 7, #50.0).

=====

Criteria: Teacher and parent observation.

Compiled by: Patty Killoran, Ellyn White.

References:

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron, Patsy. 1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas, TX. 296p.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP). Vort. Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

=====

curriculum module: 3B
goal number: 15

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Curriculum area: Health and hygiene

Annual goal: The student will maintain his own personal health and hygiene.

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date/code	Short-term instructional objectives
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1. Bathe without assistance at appropriate intervals (SSSQ p.141)
2. Maintain own hair without assistance (SSSQ p.141).
3. Use grooming aids (e.g. deodorant, nail polish, etc.).
4. Brush teeth at least 1 time per day (SSSQ p.142).
5. Clean and cut fingernails (SSSQ p.143).
6. Use an electric shaver to remove body hair.
7. Set and follow a daily schedule for exercise.
8. Identify personal illnesses (SSSQ p.152).
9. Treat minor cuts and scrapes.
10. Take non-prescription drugs when needed (SSSQ p.154).
11. Treat minor burns (SSSQ p.149).
12. Explain a safe method of removing foreign matter from the eye (SSSQ p.151)
13. Demonstrate method to save a drowning person (SSSQ p.158).

Criteria: 100% accuracy for 3 consecutive days.

Compiled by: David Blaylock, Faith Fecteau

Reference:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3B-

goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will identify household tools and their use and assist in cleaning a home.

date/code

Short-term instructional objectives

1. Identify and state the use of the following tools (SSSQ sec.3): ax, hand saw, crow bar, crescent wrench, claw hammer, standard. screwdriver, phillips screwdriver, square, hand drill, and plane.
2. Use the following household tools with assistance: push broom, straight broom, and upright vacuum.
3. Assist in cleaning household surfaces (i.e. counters, walls, floors, windows, floors, and bathroom fixtures).
4. When requested to do so, the student will be able to prepare the vacuum to begin cleaning by undoing the cord, plugging it into an outlet near where she/he wants to clean, releasing the handle, starting the motor, and adjusting the height of the brushes if needed. (Striefel and Cadez. 1983., p.216, #27).
5. Dusts furniture with minimal assistance.
6. Empties wastebaskets, ashtrays, and garbage cans. (Santa Cruz County Schools. 1973., Strand 44, #10.0).
7. Vacuums small room with minimal assistance. (Santa Cruz County Schools. 1973., Strand 44, #11.0).
8. When shown how to sweep a floor getting along all the sides and into the corners and sweeping the dirt into the middle of the room, the student will sweep the floor. (Striefel and Cadez. 1983., p.215, #18).
9. Sweeps up spills using broom, with some assistance to hold dust pan.
10. Assists in replacing lightbulbs.
11. When the student gets up in the morning he/she will make his/her bed when asked to do so with verbal instructions. (Striefel and Cadez. 1983., p.214, #14).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 38-
goal number: 17

=====

Curriculum area: LEISURE RECREATION

Annual goal: The student will identify and participate in legal and appropriate leisure time activities available to him

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date/code	Short-term instructional objectives
	1. Identify leisure time activities available to him
	2. Makes visits outside immediate neighborhood to explore leisure activities.
	3. Models appropriate behavior in new situations.
	4. Uses leisure environment suitable to chosen activity.
	5. Respects property and equipment of public areas.
	7. Plans leisure activities according to seasons or weather changes.
	8. Participates in sport activities and quiet games with friends.
	9. Attends festivals and social events in the community with friends. and family.
	10. Develops preferences in community leisure that are appropriate to age, culture, sex, etc.
	11. Calls friends without supervision, invites them to participate in activities.

=====

References: Ohio Department of Mental Health and Mental Retardation Curriculum Guide for Moderately Mentally Retarded Learners 1977

McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social Skills For Severely Retarded Adults 1980 Research Press
2612 North Mattis Avenue Champaign, Illionis 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C

goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

date/code Short-term instructional objectives

1. The student identifies and names specific times of the day-morning, afternoon, and night and matches the time of the day with appropriate activities; morning-breakfast; night-bedtime.
2. The student identifies a digital clock and a "hand" clock as ways to tell time.
3. The student will identify the large hand of a clock.
4. The student will identify the small hand of a clock.
5. The student will identify numbers 1-12 on the face of a clock.
6. The student will tell time to the hour on a "hand" clock.
7. The student will tell time to the half hour on a "hand" clock.
8. The student will name the days of the week.
9. The student will identify and name the current day and date.
10. The student will identify and name the seasons of the year.
11. The student will gain an understanding of the time concepts; early, late, before, after, yesterday, today, tomorrow, last night, this morning, soon, etc.
12. The student will name the months of the year.
13. The student will identify a calendar.

Criteria:

Compiled by: Steve Shipley, F. Fecteau

References:

- LaRue, Jerry Dr. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.
- McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269 p.
- Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C

goal number: 2

Curriculum area: MONEY

Annual goal: The student will learn to count and use real or simulated money in the classroom.

date/code

Short-term instructional objectives

1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
2. The student will indicate uses for money;-to buy food,clothes,toys,and services.
3. The student will identify and name the basic coins-penny,nickel,dime, quarter, and half dollar.
4. The student will tell the value of the basic coins
5. The student will compare the value of the basic coins.Given two coins, the student will indicate which has more and which less value.
6. The student will identify the differences between coins and bills.
7. The student will identify numbers 1-20.
8. The student will identify by name and value 1,5,10,and 20 dollar bills.
9. Given two bills, the student will indicate which is of greater,which of less value.
10. The student will demonstrate an understanding of simple money vocabulary such as expensive,valuable, cheap,inexpensive, on sale.
11. The student will identify a dollar and cents sign.
12. With adult supervision, the student will select appropriate coins and use a vending machine.
13. The student will learn the value of saving money.The student will use a piggy bank with adult supervision.

Criteria:

Compiled by: Steve Shipley,F.Fecteau

References:

LaRue, Jerry Dr. 1984. Resource Math Guide Scope and Sequence.
Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial
Systems, Dallas, Texas. 269 pp.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation,
Palo Alto, California. 75 p..

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C

goal number: 3

=====

Curriculum area: MEASUREMENT

Annual goal: The student will learn to make basic liquid, weight and linear measurements.

=====

date/code

Short-term instructional objectives

=====

1. The student will recognize that common measurement devices have specific purposes i.e., rulers measure length, scales measure weight, thermometers measure temperature.
2. The student will select the correct type and size of measuring device required for the completion of a task.
3. The student will recognize that certain objects cannot be lifted or jumped.
4. The student will discriminate between large and small; big and little; thick and thin; heavy and light; long and short; more and less; full and empty.
5. Given a whole, the student will divide it into the correct number of pieces for a given number of people.
6. The student will identify numbers 1-12.
7. The student will learn basic measurement facts such as 12 equals 1 dozen; 12 inches in a foot.
8. The student will use a ruler to measure an object to the nearest inch.
9. The student will measure a full cup and half cup liquid and powder in cooking and other functional situations.
10. The student will discriminate between hot and cold temperatures.
11. The student will identify appropriate clothing for specified outside temperatures.

Criteria:

Compiled by: F. Fecteau

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 3C
goal number: 4

Curriculum area: WRITING

Annual goal: Writes own personal vital statistics.

=====

date/code	Short-term instructional objectives
	1. Write (sign) own name.
	2. Print in manuscript upper and lower case letters. a. with models b. without models
	3. Print own address and phone number. a. with model b. without model
	4. Write and spell at least 30 sight words.

=====

Criteria: 100% accuracy for 5 consecutive days.

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron. 1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas. 296 p.

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto, California. 52 p. (Strand 37, 38)

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C-

goal number: 5

=====

Curriculum area: READING

Annual goal: Increases sight word vocabulary.

=====

date/code

Short-term instructional objectives

=====

1. Recognizes names of students in classroom on word cards.
2. Recognizes months of year January-December on word cards.
3. Recognizes days of week Monday-Sunday on word cards.
4. Recognizes word cards with family members names on them.
5. Reads picture cards with cooking sight words below picture.
6. Recognizes own phone number.
7. Reads picture cards with vocational sight words below picture.

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3C-
goal number: 6

Curriculum area: EXPRESSIVE LANGUAGE

Annual goal: The student will communicate using simple word combinations and begin demonstrating appropriate communication and conversation skills within the home, school environment and a selected number of applied situations.

=====

date/code	Short-term instructional objectives
	1. The student expresses common nouns in a verbal or non-verbal mode.
	2. The student expresses action + state verbs.
	3. The student will demonstrate the ability to use pronouns.
	4. The student will demonstrate the ability to use prepositions in, on, and under.
	5. The student will express action + object relations.
	6. The student will express state + object relations.
	7. The student will express action + location relations.
	8. The student will express action + object relations.
	9. The student will express noun + noun constructions.
	10. The student will express verb + pronoun constructions.
	11. Given a community experience the student will indicate self-help needs in an appropriate manner.
	12. Given a public eating establishment, the student will indicate food preference and order appropriately under adult supervision.
	13. Given an opportunity, the student will interact with peers appropriately.
	14. Given an opportunity, the student will interact with family members appropriately.
	15. Given an opportunity the learner will interact with familiar adults appropriately.
	16. Given an opportunity the learner will interact with unfamiliar adults (public places) appropriately.
	17. Given a vocational training setting, the student will express wants, needs, and preferences in an appropriate manner.
	18. Given an emergency situation, the student will ask for assistance.
	19. Given a dept. store he student will communicate likes, dislikes, wants, and desires with whomever they are shopping.
	20. Given a grocery store the student will communicate likes, dislikes, wants and desires with whoever they are shopping.

Criteria: 90%

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.

Developmental Communication Curriculum Charles E. Merrill
Publishing Company Columbus, Ohio 43216

McLean James E. McLean Lee K, Snyder A Transactional Approach to
Early Language Training Charles E. Merrill Publishing Company
Columbus, Ohio 43216

Waryas Carol Lynn, Campbell Kathleen Stremel 1982 Communication
Training Program DLM Teaching Resources Allen, Texas 75002

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C-

goal number: 7

=====

Curriculum area: RECEPTIVE LANGUAGE

Annual goal: Given verbal requests or requests given in a alternative communication mode the student will demonstrate understand by responding appropriately to these requests. These skills will be demonstrated in the home employment and community situations.

=====

date/code

Short-term instructional objectives

=====

1. The child will follow directions which include agent + action or action + object phrases.
2. The child follows directions which depend for accuracy upon knowledge of two-term semantic relations which code attributes.
3. The child responds to directions which include a few prepositions.
4. The child follows directions which include adverbs.
5. The child follows directions which include a few personal pronouns e.g. it, she, he.
6. Given 3 step commands in the form "hang up your coat, sit down and look at a book" the learner will follow the commands correctly.
7. Given verbal and/or requests given in another mode in the classroom by members of the staff, the learner responds correctly with no prompts.
8. Given verbal and/or requests given in another mode by family members the learner responds correctly with no prompts.
9. Given requests in public places by familiar adults the learner responds correctly with no prompts.
10. Given requests in all settings by peers, the learner will respond correctly with no prompts.
11. Given an emergency situation the learner will respond correctly only to authority figures with no prompts.

Criteria:

Reference:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
 / = being worked on
 X = completed

=====

teaching station: 3C
goal number: 8

=====

Curriculum area: JOB TECHNICAL

Annual goal: The student will work in a simulated work environment within his classroom.

=====

date/code Short-term instructional objectives

=====

1. Work at short cycle, repetitive tasks (i.e. 1 piece assembly, pasting labels on envelopes, (etc.) for periods of up to 1 hour.
2. Follow verbal instruction on a classroom job. (Students must understand instruction before measurement is taken).
3. Achieve desired productivity ratings on a classroom job.
4. Achieve desired work quality rating on a classroom job
7. Follow school safety rules at 100% accuracy for a 20 day period.
9. Requests more work when completed with assigned tasks.

Criteria: 80% accuracy as judged by teacher for 5 consecutive days.

Written by: David Blaylock

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date began:

=====

CODE: 0= to be completed
 /= being worked on
 X= completed

=====

curriculum module: 3C-
goal #: 9

=====

Curriculum area: JOB RELATED

Annual goal: The student will work for tangible rewards and tokens within the school situation.

=====

date/code Short-term instructional objective

=====

1. When prompted the student will report to his/her work station.
2. Start working without specific prompts after reporting to his/her work station.
3. Stay on task and complete jobs that will take up to 40 minutes for the student to complete.
4. After completing a job, the student will return equipment used to the proper place.
5. Work for tangible rewards and/or tokens.
6. Exchange tokens for tangible rewards on intervals of up three days.
7. Prints first name completely.
8. Answers telephone appropriately (if verbal) and summons appropriate person.
9. Works alone without needing constant reinforcement.
10. When in a social situation the student will use "I'm sorry", "Please", and "Thank you" without reminders. (Striefel and Cadez. 1983., p.113, #64).

CRITERIA: 80% for 5 consecutive days.

COMPILED BY: Dave Blaylock, Ellyn White

REFERENCES:

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3C-
goal number: 10

=====

Curriculum area: SENSORY MOTOR

Annual goal: The student will use sensory motor skills in daily activities.

=====

date/code	Short-term instructional objectives
	1. The student will improve his/her visual motor skills in daily living tasks (i.e. simple food preparation, use of toys and games, writing, and art work).
	2. The student will sort objects by size, shape, configuration, and texture.
	3. The student will use persistent control to manipulate toys, entertainment devises, and food related utensils commonly found in his environment.
	4. The student will demonstrate needed muscle power to perform normal daily activities of walking, grip, climbing, and running.
	5. The student will demonstrate needed kinesthetic integration in normal daily activities of eating, leisure, and school work.
	6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work, household tasks, and eating.
	7. The student will use a preferred hand in normal daily activities of writing eating, and manipulation of objects.

=====

Criteria: Subject to evaluation

References:

- McCarron, Lawrence T. 1976. McCarron Assessment of Neuromuscular Development: Fine and Gross Motor Abilities. Common Market Press, Dallas, Texas. 209 p. p203;
- McCarron-Dial Systems, 1981. Individual Program Plan, Sensorimotor Profile. Dallas, Texas. 1p.
- McCarron, Lawrence, and Jack G. Dial. 1979. Sensory Integration: the Haptic Visual Processes. Common Market Press, Dallas. Texas. 249 P.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C

goal number: 11

Curriculum area: Orientation Mobility

Annual goals: The student will travel with minimal supervision to a few predetermined destinations

date/code

Short-term instructional objectives

1. The student will cross streets in predetermined places without safety violations (i.e. not looking all ways for cars, walking too soon or too late, not yielding to nonyielding traffic, waiting to walk in the street).
3. Find and identify by name at least 4 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
4. Walk to predetermined destinations in his/her neighborhood without safety violations.
5. Ride the intercity bus system with direct supervision
 - A. Find a bus stop
 - B. Check destination of bus before boarding
 - C. Pay fare with correct change
 - D. Pay fare with bus pass or token
 - E. Remain oriented while on bus
 - F. Inform driver of intent to get off between 1/2 and 1 block before reaching predetermined destination

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27 and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 3C
goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. Student engages in associative play and leisure activities.

2. Student will demonstrate appropriate public behaviors with occasional reminders from a caregiver.

3. student will demonstrate appropriate emotional behaviors with occasional reminders from a caregiver.

4. Student will demonstrate appropriate conversational skills.

=====

date/code	Short-term instructional objectives
=====	

=====

1. Student will engage in associative play and leisure activities.
 - a. Student will wait a turn or two given a game situation.
 - b. Student will participate in team sports.
 - c. Student will conform to rules in a game.
 - d. Student will demonstrate appropriate winning and losing behaviors.
 - e. Student will engage in leisure activities i.e., listening to records, dancing, playing table games, reading.
2. Student will demonstrate appropriate public behaviors.
 - a. Student will demonstrate affection in public with hand shakes, hugs, and kisses that are acceptable in public and based on social situation.
 - b. Student will walk through a public facility at a moderate gait and with good posture.
 - c. Student will refrain from touching private body parts.
3. Student will demonstrate appropriate emotional behaviors.
 - a. Student will demonstrate different forms of expressing affection e.g., toward parents, toward a boy/girl friend, toward a casual acquaintance.
 - b. Student will express anger in a constructive way.
4. Student will demonstrate appropriate conversational skills.
 - a. Student will demonstrate ability to terminate a conversation.
 - b. Student will maintain appropriate distance during a conversation.
 - c. Student will not interrupt a conversation.
 - d. Student will demonstrate ability to start or join a conversation.
 - e. Student will demonstrate good phone skills.

Criteria:

Compiled by: Orvil Stokes, Patty Killoran

References:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 3C-
goal number: 13

=====

Curriculum area: FOOD RELATED

Annual goal: The student will prepare and eat parts of cold and hot meals.

=====

date/code Short-term instructional objectives

=====

1. Follow simple directions for recipes of pre-packaged mixes.
2. Fix a simple breakfast that requires no use of the stove.
3. Fix a simple lunch that requires no use of the stove.
4. Go to the store and locate items on a shopping list.
5. Set and clear table.
6. Wash, dry, and put away dishes.
7. Use utensils correctly.
8. Identify four food groups.
9. Serve food from a serving dish portioning appropriate amounts.
10. The student will cut food with a knife and fork.
11. Washes hands before preparing food or eating.

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3C-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: The student will take care of own clothing.

=====

date/code	Short-term instructional objectives
=====	
1. Student dresses him/herself with little or no assistance.	
2. Stores various articles of clothing in appropriate manner in a school and home setting.	
3. Places soiled clothing in appropriate place after use.	
4. Knows when clothing needs to be mended and brings it to adults' attention.	
5. When given a pile of clean clothing the student will sort all articles into like items (pants, socks, shirts, etc.), and fold smaller items on request. (Striefel and Cadez. 1983. p.221, #11).	

=====

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide. Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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 X = completed

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curriculum module: 3C
goal number: 15

=====

Curriculum area: HEALTH AND HYGIENE

Annual goal: The student will assist in maintaining personal health and hygiene with verbal instructions and physical assistance if necessary from a caregiver.

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date/code	Short-term instructional objectives
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1. The student will bathe when told to do so.
2. The student will use grooming aids when shown how and when told to do so.
3. The student will cut finger and toe nails when shown how and told when to do so.
4. The student will brush teeth with reminders.
5. The student will brush , comb, and shampoo hair with reminders.
6. The student will care for own toileting needs with reminders.
7. The student will blow and wipe nose with reminders
8. The student will care for menstruation needs with assistance.
9. The student will use an electric razor to remove body hair if necessary and when shown how.
10. The student will exercise daily with reminders
11. The student will follow and know safety rules.
12. The student will report illness or injury.
13. The student will assist in clothing selection.

Criteria:

Compiled by: F.Fecteau

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

curriculum module: 3C-

/ = being worked on

goal number: 16

X = completed

Curriculum area: HOME CARE

Annual goal: The student will assist in cleaning a home.

date/code

Short-term instructional objectives

1. Sweep hard floor surfaces with a push broom.
2. Sweep hard floor surfaces with a straight broom.
3. Vacuum carpeted floors with a canister vacuum.
4. Vacuum carpeted floors with a upright vacuum.
5. Dust cabinets and furniture with verbal prompts.
6. Clean soiled table and counter surfaces with soap and water.
7. Clean soiled sinks with cleanser and water.
8. Vacuum upholstered furniture.
9. When shown how to make the bed, the student will follow directions and pull the covers to the top of the bed, but the bed will not necessarily be neatly made.

Criteria: 80% success for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3C-

goal number: 17

=====

Curriculum area: leisure recreation

Annual goal: The student will demonstrate the ability to utilize free time within his/her home living environment, employment and educational settings.

=====

date/code

Short-term instructional objectives

=====

1. The student will entertain self alone with resources at hand.
2. Will indicate a desire to play in certain activities.
3. Shows pleasure or displeasure with play objects and activities by responding yes or no when asked to participate in an activity.
4. Enjoys participation with family members and peers in leisure activities.
5. Develops preferences in family, school and neighborhood leisure activities that are appropriate to age and sex.
6. Makes visits outside immediate neighborhood to explore leisure activities.
7. Models appropriate behavior in new situations (i.e. dance, group trips.)
8. Makes appropriate modifications in environment for specific activity (i.e. darkens room for movie, clears space for dance).
9. Child avoids dangerous environments.
10. Takes short trips to new environments alone or with some assistance.

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
 McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social Skills for Severely Retarded Adults 1980 Research Press 2612
 North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3D
goal number: 1

Curriculum area: TIME

Annual goal: The student will learn basic time telling vocabulary,
basic time telling concepts and numeration skills.

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date/code	Short-term instructional objectives
=====	
	1. The student identifies specific times of the day-morning, afternoon, and night-and matches the time of the day with appropriate activities; morning-breakfast; night-bedtime.
	2. The student identifies a digital clock and a "hand" clock as ways to tell time. When asked "Is it time for lunch, or recess,etc.?" the student will look at either type of clock.
	3. Given two objects, the student will discriminate between little,big,short and long.
	4. The student identifies the long hand of a clock.
	5. The student identifies the short hand of a clock..
	6. The student identifies a calendar.
	7. The student demonstrates an understanding of the time concepts; early, late, before, after,yesterday, today, tomorrow.

=====

Criteria:

Compiled by: Steve Shipley, F.Fecteau

References:

LaRue, Jerry Dr. 1984. Resource Math Guide Scope and Sequence.
Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial
Systems, Dallas, Texas. 262p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation,
Palo Alto, California. 75p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 3D
goal number: 2

Curriculum area: MONEY

Annual goal: The student will learn basic money vocabulary, basic money concepts and numeration skills.

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date/code	Short-term instructional objectives
=====	
	1. The student will accompany adults on shopping trips and observe the exchange of money for goods and services.
	2. The student will indicate uses for money;-to buy foods, clothes, toys, services.
	3. The student will identify and name the basic coins-penny,nickel, dime,quarter,and half-dollar.
	4. The student will tell the value of the basic coins.
	5. The student will compare the value of the basic coins.Given two coins, the student will indicate which has more, which has less value.
	6. The student will identify the differences between coins and bills.
	7. The student will identify numbers 1,5,10,and 20.
	8. The student will identify 1, 5, 10, and 20 dollar bills.Given two bills, the student will indicate which has more,which has less value.
	9. The student will understand simple money vocabulary such as expensive, valuable, cheap, inexpensive, sale item.
	10. With adult supervision, the student will use a vending machine.
	11. With adult supervision, the student will use a piggy bank.

=====

Criteria:

Compiled by: F.Fecteau

References:

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269p

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 72p..

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date:

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CODE: 0 = to be completed	curriculum module: 3D
/ = being worked on	goal number: 3
X = completed	

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Curriculum area: MEASUREMENT

Annual goal: The student will learn to make basic liquid, weight and linear measurements.

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date/code	Short-term instructional objectives
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1. The student will recognize that common measurement devices have specific purposes i.e rulers measure length, scales measure weight, thermometers measure temperature.
2. The student will recognize that certain objects cannot be lifted or jumped.
3. The student will select the correct measuring device required for completion of a task.
4. The student will discriminate between large and small; big and little; thick and thin ;heavy and light; long and short;more and less; full and empty.
5. Given a whole, the student will divide it into the correct number of pieces for a given number of people.
6. With adult supervision, the student will measure a full cup liquid and powder in cooking and other functional situations.
7. The student will discriminate between hot and cold temperatures.
8. The student will identify appropriate clothing for hot and cold weather.

Criteria:

Compiled by: Steve Shipley, F.Fecteau

References:

LaRue, Jerry. 1984. Resource Math Guide Scope and Sequence. Weber School District, Ogden, Utah. 125 p.

McCarron, Lawrence. 1982. SSSQ Curriculum Guide. McCarron-Dial Systems, Dallas, Texas. 269p.

Office of Santa Cruz Schools. 1973. BCP Binder. VORT Corporation, Palo Alto, California. 75 p.

Date:

curriculum module: 3D-
goal number: 4

Annual goal: Increase fine motor skills.

[illegible]

1. Sews through holes in sewing card.
2. Opens lock with key.
3. Pounds nails into wood.
4. Threads darning needle.
5. Traces along vertical line.
6. Traces along horizontal line.
7. Grasps pencil correctly.
8. Traces letters. Upper case and lower case.
9. Makes circles, vertical lines, and horizontal lines between writing lines on primary paper.
10. Imitates drawing a V and +.
11. Copies a V and +.
12. Moves paper while cutting.
13. Cuts 6 inch circle, square, and triangle within 1/4 inch.
14. Write own name from model.

Compiled by: Patty Killoran, Dave Blaylock

Brigance, Albert. 1978. Fine Motor Skills and Behaviors. Curriculum Associates, Inc., Woburn, Mass. pages 63, 71-2, 75-6, and 79.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 3D-
goal number: 5

=====

Curriculum area: READING

Annual goal: Improves discrimination and enjoyment of books.

=====

date/code	Short-term instructional objectives
	1. Identifies objects that are the same from group of 3 objects.
	2. Identifies object that is different from group of 3 objects.
	3. Identifies shapes that are the same from group of 3 objects.
	4. Identifies shape that is different from group of 3 objects.
	5. Identifies colors that are the same from group of 3 colors.
	6. Identifies color that is different from group of 3 colors.
	7. Recognizes first name.
	8. Identifies specific items in picture by pointing to them when requested.
	9. Enjoys looking at books and magazines for leisure activity.
	10. Recognizes 10 survival words as seen under international signs, such as a picture of a female with the word, "Women" under it. Men, Women, Bus, Danger, Walk, Don't Walk, Telephone, Hospital, Open, Closed.

=====

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D -

goal number: 6

Curriculum area: Expressive Language

Annual goal: The child communicates to persons within the home and educational setting by the use of prosody, tone of voice and conventional gestures accompanied with the use of some highly familiar and frequently use words using the content areas of notice, nomination, negation, and action, recurrence, possession and location.

date/code

Short-term instructional objectives

1. Uses conventional gestures or single words/signs to direct attention of another person in order to establish a specific entity or event as joint referent/topic of communicative interaction. eg. points to or labels object and proceeds to bring object to teacher etc.
2. Responds with appropriate conventional gestures, words, or actions to simple wh-questions (what, where, who, which.)
3. Maintains joint referent/topic through at least 3 interactive turns.
4. Responds appropriately to contact by peers and initiates positive interactions with peers.
5. Intentional communication now takes the form of conventional gestures and intonated vocalizations, eg. Vocalizes and points to desired object out of reach; vocalizes and holds up empty cup for more etc.
6. The following communicative intentions are expressed; Request specific entity or action, protest or rejection, direct receiver's attention to external entity or event, Greeting, Answer or reply, request information or confirmation and others.
7. The child uses the following conventional signals: Point, Give, Show, Request, Wave, Head nod or shake, and Appropriately intonated vocalizations.
8. Child produces a limited number of true words (vocal or Manual) these words are closely tied to specific contexts and functions.
9. The child will demonstrate use of the following linguistic performatives: Request specific action on entity, Protest or rejection, Direct receiver's attention to self, Direct receiver's attention to external entity or event and request information or confirmation.

Criteria:

References: Hanna Rosemarie P., Lippert Emily A., Harris Ann B.
Developmental Communication Curriculum Charles E. Merrill
Publishing Company. Columbus Ohio 43216

Owens Robert E. Jr. Program for the acquisition of language with
the Severely Impaired Charles E. Merrill Publishing Company
Columbus Ohio 43216

McLean, James E. and Lee S. et.al. 1981 Process-Oriented Education
Programs for the Severely Handicapped Adolescent Bureau of Child
Research University of Kansas, Parsons Research Center.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D-

goal number: 7

=====

Curriculum area: RECEPTIVE LANGUAGE

Annual goal: The child will demonstrate skills in the areas of object relationships, Representation, Interaction skills and Comprehension which will allow him to function in his Educational, Home living, Social, and Employment settings.

=====

date/code

Short-term instructional objectives

=====

1. The Child will demonstrate the ability to use tools in an appropriate way, eg. screwdriver, hammer, can opener, key etc.
2. Independently carries out a chain of behaviors requiring sequenced action on two or more objects. eg. Assembles or constructs items from component parts.
3. When presented with photo of object, selects equivalent object from an array of three items. When presented with object, can select equivalent photo from array of 3 photos.
4. Matches objects on the basis of size, shape or color.
5. Matches objects on the basis of their functional properties, such as things to be eaten, things to wear, things to write with.
6. Responds appropriately to requests for a few specific and familiar objects that are out of sight, or to request for familiar actions without accompanying facial, gestural, or intonational cues.
7. Responds appropriately to utterances that require comprehension of at least 2 of the words.

Criteria:

References: Owens Robert E, Jr. Program for the Acquisition of language with the Severely Impaired Charles E. Merrill Columbus, Ohio 43216 1982

McLean, James E. and Lee S. et.al. Process-Oriented Education Programs for the Severely Handicapped Adolescent, Bureau of Child Research University of Kansas Parsons Research Center Oct. 81

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date began:

CODE: 0= to be completed

/= being worked on

X= completed

curriculum module: 3D-

goal #: 8

Curriculum area: JOB RELATED

Annual goal: The student will work for tangible rewards within the school situation.

date/code Short-term instructional objective

1. When prompted the student will report to his/her work station.
2. Start working without specific prompts after reporting to his/her work station.
3. Stay on task and complete jobs that will take up to 20 minutes for the student to complete.
4. After completing a job, the student will return equipment used to the proper place.
5. Work for tangible rewards.
6. Finds way to and from classroom to bus, cafeteria, and bathroom.
7. Student needs minimal, if any, assistance in bathroom.
8. Student will interact with others in the classroom on a 1-1 basis.
9. Adjusts behavior to fit rules and routines of different situations. (Santa Cruz County Schools. 1973., Strand 23, #38.0).

CRITERIA: 80% success for 5 consecutive days.

COMPILED BY: Dave Blaylock, Ellyn White

REFERENCES:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D-

goal number: 9

=====

Curriculum area: JOB TECHNICAL

Annual goal: The student will work within a simulated work environment
in the classroom setting.

=====

date/code

Short-term instructional objectives

=====

1. Work at short cycle, repetitive tasks (i.e. 1 piece assembly, pasting labels on envelopes, (etc.) for periods of up to 20 minutes.
2. Follow verbal instruction on a classroom job. (Students must understand instruction before measurement is taken).
3. Achieve desired productivity ratings on classroom job.
4. Achieve desired work quality rating on a classroom job.
7. Follow school related safety rules at 100% accuracy for a 20 day period.
9. Requests more work when completed with assigned tasks.

Criteria: 80% accuracy as judged by teacher for 5 consecutive days.

Written by: David Blaylock

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D-

goal number: 10

=====

Curriculum area: SENSORY MOTOR

Annual goal: The student will use sensory motor skills in daily activities.

=====

date/code

Short-term instructional objectives

=====

1. The student will improve his/her visual motor skills in daily living tasks (i.e. simple food preparation, use of toys and games, writing, and art work).
2. The student will sort objects by size, shape, configuration, and texture.
3. The student will use persistent control to manipulate toys, entertainment devices, and food related utensils commonly found in his environment.
4. The student will demonstrate needed muscle power to perform normal daily activities of walking (or wheel chair use), grip, climbing, and running.
5. The student will demonstrate needed kinesthetic integration in normal daily activities of eating, leisure, and school work.
6. The student will demonstrate a coordinated use of both hands when necessary to perform daily tasks of school work, household tasks, and eating.
7. The student will use a preferred hand in normal daily activities of eating, and manipulation of objects.

Criteria: Subject to evaluation

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 3D

/ = being worked on

goal number: 11

X = completed

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Curriculum area: Orientation Mobility

Annual goal: The student will travel with supervision to a few
predetermined destinations in the school and neighborhood.

=====

date/code Short-term instructional objectives

=====

1. The student will cross residential streets in predetermined places without safety violations (i.e. not looking all ways for cars, walking too soon or too late, not yielding to nonyielding traffic, waiting to walk in the street).
3. Find and identify by name at least 2 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
5. Cooperate with adult supervisors while riding on an intercity bus (i.e. board unassisted, sit in seat, follow rules, use appropriate volume of voice).
6. Walk with individual adult supervisors to destinations within 1/2 mile at his/her best rate of speed.
7. Walk with adult supervised groups of students for up to 1/2 mile without going ahead or behind of the group.

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Compiled by: David Blaylock

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
/ = being worked on
X = completed

curriculum module: 3D-
goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. The student will engage in associative play.

2. The student will demonstrate good manners with
prompts from a caregiver if necessary.

3. The student will demonstrate appropriate emotional
behaviors with prompts from a caregiver if necessary.

4. The student will demonstrate appropriate public
behaviors with prompts from a caregiver if necessary.

5. The Student will demonstrate appropriate
conversational skills.

date/code

Short-term instructional objectives

1. The student will engage in associative play.
 - a. Given a game situation the student will wait for a turn and share equipment.
 - b. Given a game with specifies rules, the student will conform to the rules.
2. The student will demonstrate good manners with prompts from a caregiver if necessary.
 - a. The student will say "please" and "thank you" without prompts.
 - b. The student will greet and say goodbye to others without a prompt.
 - c. They student will say "excuse me" and "I'm sorry" when appropriate with reminders.
3. The student will demonstrate appropriate public behaviors with prompts from a caregiver if necessary.
 - a. When given a social situation where a group is on an outing, the student will remain with the group.
 - b. Given a public situation, the student will keep body parts covered.
 - c. Given a public situation, the student will avoid demonstration of bodily functions.
 - d. The student will keep his/her hands to himself/herself.
4. The student will demonstrate appropriate emotional behaviors with prompts from a caregiver if necessary.
 - a. The student will demonstrate good sportsmanship whether winning or losing by not ridiculing the loser and not repeatedly praising his/herself.
 - b. Given a public situation the student will display

affection with a simple hug or hand clasp.
c. Given a public situation the student will express anger in a quiet verbal way.

5. The student will demonstrate appropriate conversational skills.
 - a. The student will maintain an acceptable social distance when speaking to others.
 - b. The student will engage in conversation when appropriate.

Striefel, 1980, pp.86-88.

Criteria:

Compiled by: Orvil Stokes, Patty Killoran

References:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D-

goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: The student will demonstrate food preparation and eating skills.

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date/code	Short-term instructional objectives
	1. The student will clear and wipe the table with out being prompted.
	2. The student will set the table without being prompted.
	3. The student will dry, sort, and put away dishes and silverware with assistance.
	4. Given the equipment the student will wash dishes with verbal instructions.
	5. The student will pass food at the table when asked.
	6. When presented with foods with skins the student will peel the food.(eggs, bananas, oranges)
	7. When given a salt and pepper shaker the students will use small amounts.
	8. The student will be able to open four or more types of food packages.

=====

Criteria: 80% success fo 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Striefel, Sebastian et al. 1980. Individual Assessment & Curriculum System, Utah State Univ., Logan, UT. 243p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
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 X = completed

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curriculum module: 3D-
goal number: 14

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Curriculum area: CLOTHING RELATED

Annual goal: Student will independently dress and undress self
including all fasteners.

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date/code	Short-term instructional objectives
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1. When given a shirt with large buttons the student will	
button and unbutton them.	
2. When given a shirt with snaps the student will snap and	
unsnap them.	
3. When given a coat with a separating zipper the student will	
zip and unzip.	
4. When given a pair of shoes the student will put them on the	
correct feet.	
5. When dressed in pants and belt the student will fasten both	
correctly.	
6. Dresses and undresses at appropriate times of the day.	
Criteria: 100% accuracy for 5 consecutive days.	
Compiled by: Patty Killoran, Ellyn White.	
References:	
Striefel, et al., IACS, 1980, pp.236-238.	

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INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D

goal number: 15

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Curriculum area: Health and hygiene

Annual goal: 1. Takes care of toileting with assistance as needed.

2. Knows and follows safety rules with reminders as needed.

3. Takes care of bathing and grooming needs with assistance as needed.

=====

date/code

Short-term instructional objectives

=====

- 1 The student will take care of toileting needs with assistance as needed. (someone to provide physical help and verbal instructions).
 - a. When a client needs to go to the bathroom, s/he will let the care-giver know by gesture, action, or vocalization.
 - b. When the client needs to go to the bathroom, s/he will stand at the toilet, and pull her/his pants down before going and up when finished.
 - c. When the client needs to go to the bathroom, s/he will sit on the toilet or stand next to it.
 - d. When the client finishes using the toilet, s/he will use toilet tissue when needed, and flush the toilet.
 - e. Client will wash and dry hands after using the toilet.
 - f. Before leaving the bathroom, the client will check clothing to see it is properly fastened.
 - g. When confronted with a locked door, no toilet tissue, no soap, or a similar problem, the client will seek help.
- 2 The student will know and follows safety rules with reminders, as detailed below.
 - a. Client will avoid hazards, stoves, knives, snakes, spiders, stray pets, outlets, strangers, open water, fire, hot steam, etc.
 - b. Client knows the difference between edibles and nonedibles.
 - c. Client recognizes poison sign.
 - d. Client knows rules in case of fire.
 - e. Client knows hot/cold faucets.
 - f. Client will report injury or illness, either her/his own or that of others.
 - g. Client will cross street with a caregiver, obeying traffic signals.
 - h. Client will come inside during a storm.
 - i. Client will know what to do if lost.
 - j. Client will stay in yard or assigned areas.

- k. Client will take medicine only with help from caregiver.
 - l. Client will keep personal belongings picked up.
 - m. Client will avoid use of electrical equipment around water.
- 3 The student will take care of bathing and grooming needs with assistance as needed.
- a. The client wipes and blows nose and disposes of used tissue in wastepaper basket.
 - b. The client collects toothbrush, toothpaste, cup, and water basin, and brushes teeth.
 - c. The client will adjust water temperature.
 - d. When told to take a bath, the client will collect items needed, adjust water, bathe all body parts, dry all body parts, while receiving instructions and encouragement.
 - e. When told to wash hands/face the client will do so with soap and warm water and dry afterwards.
 - f. When given a comb and brush, the client will comb/brush hair with help in removing tangles.
 - g. When given a wash basin, shampoo, and towel, the client will shampoo hair with help in lathering, rinsing, and drying.
 - h. When given clippers, the client will trim toe and fingernails with help.
 - i. After bathing the client will apply deodorant to underarms.
 - j. If a client expresses the desire and is presented with an electric razor, s/he will shave face, underarms, legs with supervision.
 - k. When the female client is on her period, she will change her pad correctly, following caregiver's instructions, and disposing of pad properly.

Criteria:

Compiled by: F. Fecteau

References: Striefel, et al., 1980, pp., 157-164, 225-243.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 3D-

goal number: 16

=====

Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her home.

=====

date/code

Short-term instructional objectives

=====

1. Assists in cleaning up spills or dirt.

2. Places trash in trash can.

3. Assists in cleaning his/her bedroom.

4. Picks up toys after play with prompts.

5. Imitates adults dusting.

Criteria: 80% success for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

Reference:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 30

/ = being worked on

goal number: 17

X = completed

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Curriculum area: LEISURE RECREATION

Annual goal: The child will demonstrate the ability to utilize free time at home and school for appropriate leisure activities.

=====

date/code

Short-term instructional objectives

=====

1. Plays for short periods unattended in familiar surroundings.
2. Interacts positively with adult in charge.
3. Tries a new play activity or material
4. Participates in directed activity for short periods.
5. Plays cooperatively alongside another person or group.
6. Shares toys and other possessions.
7. Takes turns with assistance.
8. Follows directions of adult in charge of activities.
9. Observes others outside of school and home involved in common leisure activities (e.g. baseball, talking etc.).
10. Models appropriate leisure behaviors of others (for example, sitting quietly in the theater, cheering at appropriate time behaving appropriately in public places).
11. Explores environment in and around neighborhood for leisure materials and activities (e.g. playground, park etc.).
12. Accompanies adult on social outing (e.g. church, dinner, movie, etc.).
13. Goes on field trips to community facilities and events with class or other small groups.
14. Participates in trips and new play activities and experiences with adult (e.g. zoo, camping etc.).

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social
Skills For Severely retarded Adults 1980 Research Press 2612
North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4A

goal number: 1

Curriculum area: Time

Annual goal: The student will meet time schedules on and off the job.

date/code

Short-term instructional objectives

- 1 The student will state personal beginning and ending time of school related job.
- 2 The student will be on time for work without prompting.
- 3 The student will use free time on the job accurately (i.e. lunch, breaks).
- 4 The student will use automatic time clock to record work period in and out time.
- 5 The student will use manual time clock to record work period in and out time.
- 6 The student will write work period in and out time on a preprinted form with self solicited assistance if necessary.
- 7 The student will set a timer and use it to time activities related to his/her job or cooking tasks.
8. The student will make and keep appointments with self solicited assistance.
- 9 The student will meet schedules of one set route of a public transit system.
10. When given the time the student will set a digital watch (personal watch if appropriate).
11. When given the time the student will set a hand clock and/or watch.
12. The student will wear and use a personal wrist watch or personal time piece to school for 10 consecutive school days.
- Criteria: 100% accuracy for 5 consecutive days in which data is taken.
13. The student will accept change in work time schedule without acting out behavior and/or lateness.

Compiled by: David Blaylock, F.Fecteau

Reference:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A
goal number: 2

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Curriculum area: Money

Annual goal: The student will budget and spend his own money with assistance from a responsible person.

=====

date/code Short-term instructional objectives

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The student will:

1. Use coins and bills to make purchases in public situations (McCarron et al, 1982, p.239-40).
2. State ways that overspending can take place and the consequences of overspending.
3. Cash paychecks without assistance (McCarron et al, 1982, p.175).
4. State example and non-examples of responsible people and choose at least one person who could help him/her with money matters.
4. Figure a personal weekly and/or monthly budget without assistance, with or without a electronic calculator.
5. Purchase services and products budgeted for in #4 above with direct and indirect assistance from a responsible person. (McCarron et al, 1982, p.176).
6. Define savings account (money deposited in savings institution ... must to to bank to get it out ... interest paid) (McCarron et al, 1982, p.176).
8. Open and use a savings account with assistance from a responsible person.
9. Establish a safe method of saving small amounts of money at home and on his/her person.
10. Explain unsafe methods of carrying money (Keep large amount. of money, show money to others, etc.).
11. Define the following payroll deductions: Social Security, retirement, Federal income tax, state income tax, health and accident insurance, credit union, and union dues (McCarron et al, 1982, p.177).

12. Figure simulated weekly family budgets for 2 people.

Compiled by: David Blaylock, F.Fecteau

Criteria: 100% accuracy

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A
goal number: 3

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Curriculum area: Measurement

Annual goal: Make basic liquid, weight, and linear measurements
(McCarron et al, 1982, p.252-69)

=====

date/code	Short-term instructional objectives
The student will:	
	1. Make full cup measurements in cooking.
	2. Make measurements with graduated measuring cup in cooking.
	3. Make full measurements with measuring spoons in cooking.
	4. Make measurements to foot, inch, and 1/2 inch marks on various rulers and tapes in applied situations (McCarron et al, 1982, p.85)
	5. Make yard measurements with yard stick in applied situations.
	6. Make measurements to nearest millimeter in applied situations.
	7. Read temperatures on a standard household thermometer and plan daily activities around this information.
	8. Use a household thermometer to select appropriate outer clothing for a days activities.
	9. Use a bathroom scale and kitchen scale in daily activities.
	10. Apply the above measuring skills to his/her school related job.

=====

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials per day.

Compiled by: David Blaylock, Faith Fecteau

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A
goal number: 4

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Curriculum area: Writing

Annual goal: The student will legibly write letters and notes, and post letters.

=====

date/code	Short-term instructional objectives
	1. Spell and write at least 250 most common sight words.
	3. Write informational statements in paragraph form of 2 or more paragraphs.
	4. Write understandable letters of 2 or more paragraphs.
	5. Address and mail envelopes for bills, and letters. (McCarron, et al 1982, p. 172-73).

=====

1. Spell and write at least 250 most common sight words.
3. Write informational statements in paragraph form of 2 or more paragraphs.
4. Write understandable letters of 2 or more paragraphs.
5. Address and mail envelopes for bills, and letters.
(McCarron, et al 1982, p. 172-73).

Criteria: 90% accuracy for 3 consecutive days.

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron.
1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas.
296 p.

Santa Cruz County (California) Schools. 1973. Behavioral
Characteristics Progression (BCP) Vort Corp., Palo Alto,
California. 52 p. (Strand 37).

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 4A-
goal number: 5

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Curriculum area: READING

Annual goal: Reads for survival.

=====

date/code	Short-term instructional objectives
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	1. Knows proper sentence punctuation.
	2. Reads and comprehends newspaper.
	3. Uses dictionary.
	4. Begins to use library for more than just leisure reading books.
	5. Reads and comprehends job want ads in the newspaper.
	6. Researches given topic. Locates books in library using card catalog. (Santa Cruz County Schools. 1973. Strand 34, #48.0).

=====

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP). Vort. Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A-
goal number: 6

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Curriculum area: Expressive Language

Annual goal: The child will accurately communicate wants needs and emotions using phrases which reflect a knowledge of adult grammar as well as the functions of language and conversational rules that maintain clarity of intent. These skills will be demonstrated in domestic living, social, and selected employment and community situations.

=====

date/code Short-term instructional objectives

=====

1. Student will listen effectively to spoken English
2. Use words pronunciation and grammar appropriate for situation.
3. Use nonverbal signs appropriate for situation
4. Use voice effectively.
5. Express ideas clearly and concisely.
6. Express and defend with evidence your point of view.
7. Organize messages so that others can understand them.
8. Ask questions to obtain information.
9. Answer questions effectively.
10. Give concise and accurate directions.
11. Summarize messages.
12. Describe another's viewpoint.
13. Describe differences in opinion.
14. Express feelings to others.
15. Perform social rituals.
16. Student will conduct business in public situations correctly and appropriately.
17. Student will use courtesy words at appropriate times.
18. Student will demonstrate the ability to conduct himself/herself appropriately in interviews for employment and other purposes.
19. Student will demonstrate the ability to communicate effectively in employment situations with his/her employer as well as other employees.

References:

Loban W. Language Ability in the Middle-Grades of Elementary School. U.S. Office of Education (1961)

Bassett Ronald E. Whittington Nilwon Spicer Ann Staton The Basics in Speaking and Listening for High School Graduates Communication Education, Volume 27, November 1978

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 4A-
goal number: 7

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Curriculum area:Receptive Language: The student will demonstrate the receptive language abilities necessary to successfully comprehend directions and function appropriately in educational, vocational training social, home living community activities and employment settings.

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date/code	Short-term instructional objectives
1.	

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References:

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:
Date began:

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CODE: 0= to be completed
 /= being worked on
 X= completed

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curriculum module: 4A-
goal #: 8

Curriculum area: JOB RELATED

Annual goal: The student will define his role as a working adult, apply for jobs, and receive employment.

=====

date/code	Short-term instructional objective
	1. State and/or list specific social behaviors that she/he is expected to display toward employers, fellow employees, and customers on and off the job (i.e. argue, comply with dress code, complain).
	2. Define product and service as it relates to his/her school employment placement or future employment.
	3. Explain how producing a quality product or service is related to his/her pay check and the consequences of poor work.
	4. State and/or list the duties of employees who work on 3 jobs of interest to him/her.
	5. State and/or list the duties of employees who work on 3 jobs explored in #4 above.
	6. The student and parent will choose a specific job or cluster of jobs for the student to prepare for that is realistically available.
	7. Complete simulated job interviews (criteria = appropriate dress, punctuality, introductions, eye contact, complete answers, at 80% accuracy)
	8. Complete actual job interviews with prospective employers.
	9. Complete simple job applications with self solicited help if needed.
	10. Identify methods of upgrading his/her employment after employment is obtained (i.e. technical school, on the job training, learning while working with other people).
	11. State appropriate reasons to quit a job (i.e. upgrade employment, health).
	12. State safety rules for his/her school related job and follow

these rules with 100% accuracy for a 20 day period.

13. Identify customers on his school related job, explain the need for them and explain how they should be treated.
14. Explain the relationship between a good product and service and satisfied customers on government and public sector jobs.
15. Relate appropriately with customers on his school related job.
16. Sets alarm clock.
17. When an alarm clock, rings, student will wake up, shut it off, and get out of bed on his/her own. (PAPG, p.244, #38).
18. Student selects and pays for a nutritional lunch or makes own nutritional lunch to be eaten in the cafeteria.
19. Goes to school without prompting and arrives on time.
20. Schedules own activities to fit within specified time frame. (BCP, Strand 23, #39.0).
21. Maintains self control when faced with failure, problems, or disappointments. (BCP, Strand 24, #40.0).
22. Student appropriately disposes of paycheck.(i.e. cashes check, puts money in savings account, and pays any bills.)
23. Student rides public transportation with minimal, if any, assistance.
24. Shops for own clothes. (Edmark, 3.7.8).

CRITERIA: 100% accuracy for 5 consecutive days unless otherwise stated.

COMPILED BY: Dave Blaylock, Ellyn White

REFERENCES:

- Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent, Edmark Associates, Bellevue, WA. 14 vols.
- Brolin. 1978. Ohio Dept. of Mental Health and Mental Retardation, 1977. 39p.
- Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP), Vort Corp., Palo Alto, CA. 59p.
- Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A
goal number: 9

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Curriculum area: JOB TECHNICAL

Annual goal: The student will obtain entry level skills for a chosen vocation.

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date/code	Short-term instructional objectives
	1. The student will list personal skills needed to obtain employment in his/her chosen vocation.
	2. The student will list personal deficits in skills needed for his/her chosen vocation.
	3. The student will list sources of training for skills needed in #2 above.
	4. The student and parent will list personal vocational goals and projected dates of completion including vocational and job related training programs.
	5. The student will complete vocational plan (revisions may be made if needed)
	6. Identify the person(s) that he/she should take instructions from on school related job sites.
	7. Follow verbal instructions on a sheltered job and ask for clarification when instructions are not understood.
	8. Ask questions of supervisors when clarification is needed.
	9. Accept failure appropriately.
	10. Evaluate own work quality without prompting.
	11. When finished with a task, the student will either ask for a new task or start a new task without prompting.
	12. Work with normal monetary and verbal reinforcements and intervals.
	13. Maintain and take care of tools and equipment on a school related job.
	14. The trainer will define the skills that the student will need for entry into his/her future sheltered or transitional employment situation and the student will achieve these skills.

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Criteria: to be set in iep team meeting

Compiled by: David Blaylock

References:

Brolin, Donn E. (Ed.). 1978. Life Centered Career Education. The Council of Exceptional Children, Reston, Va. 199 p. competences 19, 20, and 22

Ohio Dept. of Mental Retardation. 1977. Ohio Curriculum Guide for
Moderately Mentally Retarded Learners. Columbus. 86 p. (page 39)

Santa Cruz County Schools. 1973. Behavioral Characteristics
Progression. Vort Corp., Palo Alto, California. 52 p. (Strand 39)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A-
goal number: 12

=====

Curriculum area: sensory motor

Annual goal: The student will improve his/her ability to perform sensory motor skills in applied domestic, vocational, and community situations.

=====

date/code Short-term instructional objectives

=====

1. The student will use line drawings (maps, pictorial representations, assembly drawings, etc.) in domestic, vocational, and community situations.
2. The student will make simple line drawings representing objects or circumstances in applied domestic, vocational, and community situations (i.e. simple maps, or pictorial drawings).
3. The student will sort and manipulate objects in applied situations by the following categories without the aid of eyesight.
 - a. shape
 - b. size
 - c. texture
 - d. configuration
4. The student will use persistent control to applied domestic and vocational situations (i.e. cutting with a knife, loading machines, manipulating kitchen utensils or machines, etc.).
5. The student will demonstrate needed muscle power in applied domestic and vocational situations (i.e. walking, standing, grip strength, etc.).
6. The student will demonstrate needed kinesthetic integration in applied domestic and vocational situations (i.e. using tools utensils and portable machines, etc.).
7. The student will demonstrate needed bimanual dexterity in applied domestic and vocational situations (i.e. use two hands to perform routine tasks)
8. The student will use a preferred hand to perform domestic and vocational tasks.
9. The student will use coordinated sensory motor skills to operate the most appropriate method of transportation available to him/her (i.e. bicycle, motorcycle, or automobile)

Criteria: Subject to evaluation by the McCarron Assessment of Neuromuscular Development

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 48-

goal number: 11

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Curriculum area: Orientation mobility

Annual goal: The student will travel independently to various destinations in the community by bus, walking, and driving a personal car.

=====

date/code

Short-term instructional objectives

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1. Find various landmarks in the community (e.g. buildings, intersections)
2. Find a specified address when given a landmark within 2 blocks distance.
3. Find different assigned bus stops (McCarron et al, 1982, p.162).
4. Check destination of bus before boarding by reading signs on the bus or asking the driver.
5. Board the bus if destination is correct and ask for assistance if needed.
6. Pay bus fare with correct change or token.
7. Remain oriented on bus (e.g. state destination and approximate distance to destination).
8. Signal the bus driver of need to get off between 1 and 1/2 block of destination bus stop.
9. Use a inter-city bus service to travel to one destination on a regular basis.
10. Walk to one destination on a regular basis.
11. Choose the best method of travel to different assigned destinations.
12. Complete driver's education class.
13. Obtain driver's licence.
14. Travel to different assigned destinations on a regular basis.

Criteria: 100% accuracy for 5 consecutive trials for safety tasks and 80% accuracy for 3 consecutive days for other tasks.

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

Santa Cruz County Schools. 1973. Behavioral Characteristics
Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27
and 42)

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4A

goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: The student will demonstrate appropriate social behaviors in a variety of situations.

date/code Short-term instructional objectives

1. The student will identify and evaluate inappropriate social behaviors.
2. The student will develop a program to rectify inappropriate social behaviors identified in #1 above.
3. The student will rectify inappropriate social behaviors listed above.

Criteria:

Compiled by: Orvil Stokes, Patty Killoran

References:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4A

goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: The student will be able to plan and prepare simple breakfasts, lunches, and dinners for him/herself and at least one other person.

=====

date/code

Short-term instructional objectives

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1. Prepares simple meals, cooked or uncooked, for breakfast, lunch, and dinner.
2. Puts food into serving dishes, draining if necessary, without spilling. (Striefel and Cadez. 1983., p.230, #21).
3. When shown how to peel foods such as potatoes and carrots, the student will imitate correctly. (Striefel and Cadez. 1983., p.231, #30 & 31).
4. When asked to cut vegetables for cooking, the student will select the proper knife and cut the vegetables into quarters or small pieces without prompting. (Striefel and Cadez. 1983., p.232, #36).
5. When given a selection of pans, the student will select the proper pan for the mode of cooking as stated by the cook. (e.g. "Give me a pan to use for frying". [baking, boiling], etc.).
6. Student will know how to use plastic wrap, tin foil, and wax paper appropriately.
7. Follows written recipe for simple foods such as french toast, soup, eggs and bacon.
8. Plans menus for all meals and snacks eaten in a one week period of time.
9. Makes out grocery list and buys groceries for above planned menus.

Criteria: 80% success for 3 consecutive days.

Compiled by: Ellyn White.

References:

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide ,Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 4A

/ = being worked on

goal number: 14

X = completed

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Curriculum area: CLOTHING RELATED

Annual goal: The student will maintain own clothing.

=====

date/code

Short-term instructional objectives

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1. The student will launder own clothes.
2. The student will mend and repair own clothes.
3. The student will purchase own clothes.
4. The student will select own clothing for occasion.
5. The student will iron and store own clothes.
6. The student hand washes delicate articles without assistance.

Criteria: 90% accuracy for 3 consecutive trials.

Compiled by: Patty Killoran, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A
goal number: 15

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Curriculum area: Health and hygiene

Annual goal: The student will maintain his/her own health and hygiene.

=====

date/code	Short-term instructional objectives
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The student will:

1. Identify by name and use various personal soaps and shampoos (SSSQ p.141-44).
2. Explain the need for and use of toothpaste and a toothbrush (SSSQ p.143).
3. Identify well balanced meals (SSSQ p.148).
4. Identify method of treating a minor burn (SSSQ p.149).
5. Take own body temperature and clean the thermometer (SSSQ p.152-53).
6. Explain the method of treating sunburn (SSSQ p.148).
7. Explain a safe way to handle pressurized cans (SSSQ p.159).
8. Explain reasons to use eye protection on jobs where machinery is used (SSSQ p.160).
9. Name items that can be purchased in the drug section of a drug store (SSSQ p.169).

Criteria: 100% accuracy for 3 consecutive days.

Compiled by: F. Fecteau

Reference: Street Survival questionnaire

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4A-

goal number: 16

=====

Curriculum area: HOME CARE

Annual goal: The student will clean a home and perform basic home repair skills independently.

=====

date/code

Short-term instructional objectives

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1. Sweep hard surface floors with a push broom.
2. Sweep hard surface floors with a straight broom.
3. Vacuum carpeted floors using an upright vacuum.
4. Vacuum carpeted floors using a canister vacuum.
5. Wet mop hard surface floors.
6. Dust cabinets and furniture (Linkenhoker and McCarron. 1979. p.132).
7. Clean windows with a squirt bottle and rag.
8. Clean plumbing fixtures with cleanser and sponge (Linkenhoker and McCarron. 1979. p.131).
9. Clean tables and counter tops.
10. Identify and state the use of household tools (i.e. hammer, saw, screwdriver, pliers, wrench, drill, plane, chisel, file, vise, clamp) (Linkenhoker and McCarron. 1979. sec.3).
11. Use basic household tools in applied situations.
12. Identify, state the use of, and use various abrasive papers.
13. Identify and use various fasteners (i.e. bolts, wood screws, nails).
14. Lubricate hinges, locksets, metal parts, wood parts of drawers, with appropriate lubricants.
15. Replace incandescent and fluorescent light bulbs.
16. Identify causes of household fires and rectify problems in own home.
17. State the use and need for household smoke alarms and describe methods of putting out fires (Linkenhoker and McCarron. 1979. p.164).
18. Identify the need to replace furnace filters.
19. Identify and use household adhesives (i.e. white glue, contact cement, epoxy).
20. Identify and correct unsafe household conditions (Linkenhoker and McCarron. 1979. p.163).
21. Cleans bathroom completely including sink, counter, mirror, toilet, shower/tub, and floor.
22. Cuts grass using power lawn mower. (Apollini and Westaway. 1978., 3.5.5).
23. Identifies need and changes bed independently. (Santa Cruz County Schools. 1973., Strand 44, #47.0).
24. Waters lawn/plants with sprinkler. (Apollini and Westaway. 1978., 3.5.3).

25. Shops independently for groceries, using list. (Apollini and Westaway. 1978., 3.8.2, 3.8.4).
26. Independently determines when to clean house. (Santa Cruz County Schools. 1973., Strand 44, #20.0).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

Reference:

Apollini, Tony, and Westaway, Ann M. 1978. Becoming Independent, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14 vols.

Linkenhoker, Dan, and McCarron, Lawrence. 1979. Street Survival Skills Questionnaire. Common Market Press, Dallas, TX.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4A-
goal number: 17

Curriculum area: LEISURE RECREATION

Annual goal: The student will identify and participate in legal and appropriate leisure time activities available to him

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date/code	Short-term instructional objectives
	1. Identify leisure time activities available to him
	2. Makes visits outside immediate neighborhood to explore leisure activities.
	3. Models appropriate behavior in new situations.
	4. Uses leisure environment suitable to chosen activity.
	5. Respects property and equipment of public areas.
	7. plans leisure activities according to seasons or weather changes.
	8. Participates in sport activities and quiet games with friends.
	9. Attends festivals and social events in the community with friends. and family.
	10. Develops preferences in community leisure that are appropriate to age, culture, sex, etc.
	11. Calls friends without supervision, invites them to participate in activities.
	12. Makes modifications in environment to accommodate leisure pursuits.
	13. Selects appropriate places to perform most leisure activities.
	14. Exercises sports etiquette such as waiting for turn in bowling alley.
	15. Acts appropriately in other peoples;xxx homes.
	16. Selects community entertainment with minimal assistance.
	17. Establishes and maintains balanced schedule or routine of work and leisure.
	18. Pays for own leisure time pursuits.
	19. Uses public transportation to get to resources.
	20. Attends community cultural events independently.
	21. Uses telephone to determine available leisure resources.

=====

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra ronald R. Bryan James E. Social
Skills for Severely Retarded Adults 1980 Research Press 2612
North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 4B
goal number: 1

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Curriculum area: Time

Annual goal: The student will meet time schedules on and off the job.

=====

date/code	Short-term instructional objectives
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- 1 The student will state personal beginning and ending time of school related job.
 - 2 The student will be on time for work without prompting.
 - 3 The student will use free time on the job accurately (i.e. lunch, breaks).
 - 4 The student will use automatic time clock to record work period in and out time.
 - 5 The student will use manual time clock to record work period in and out time.
 - 6 The student will write work period in and out time on a preprinted form with self solicited assistance if necessary.
 - 7 The student will set a timer and use it to time activities related to his/her job or cooking tasks.
 8. The student will make and keep appointments with self solicited assistance.
 - 9 The student will meet schedules of one set route of a public transit system.
 10. When given the time the student will set a digital watch (personal watch if appropriate).
 11. When given the time the student will set a hand clock and/or watch.
 12. The student will wear and use a personal wrist watch or personal time piece to school for 10 consecutive school days.
- Criteria: 100% accuracy for 5 consecutive days in which data is taken.
13. The student will accept change in work time schedule without acting out behavior and/or lateness.

Compiled by: David Blaylock, F. Fecteau

Reference: Dial, 1973; McCarron et al., 1982

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4B
goal number: 2

Curriculum area: Money

Annual goal: The student will budget and spend his own money with assistance from a responsible person.

=====

date/code Short-term instructional objectives

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The student will:

1. Use coins and bills to make purchases in public situations (McCarron et al, 1982, p.239-40).
2. State ways that overspending can take place and the consequences of overspending.
3. Cash paychecks without assistance (McCarron et al, 1982, p.175)
4. State example and non-examples of responsible people and choose at least one person who could help him/her with money matters.
4. Figure a personal weekly and/or monthly budget with assistance from a responsible person when given a pay check and an electronic (mechanical mode) calculator.
5. Purchase services and products budgeted for in #4 above with direct and indirect assistance from a responsible person. (McCarron et al, 1982, p.176).
6. Define savings account (money deposited in savings institution ... must to to bank to get it out ... interest paid) (McCarron et al, 1982, p.176).
8. Open and use a savings account with assistance from a responsible person.
9. Establish a safe method of saving small amounts of money at home and on his/her person.
10. Explain unsafe methods of carrying money (Keep large amount. of money, show money to others, etc.).
11. Briefly explain paycheck deductions (McCarron et al, 1982, p.177).

Compiled by: David Blaylock, F.Fecteau

Criteria: 100% accuracy

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSG.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4B-
goal number: 3

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Curriculum area: Measurement

Annual goal: Make basic liquid, weight, and linear measurements
(McCarron et al, 1982, p.252-69)

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date/code Short-term instructional objectives

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The student will:

1. Make full cup measurements with 1 cup, 1/2 cup, 1/4 cup, 3/4 cup, 1/3 cup, and 2/3 cup.
2. Make measurements with graduated measuring cup.
3. Make full measurements with measuring spoons.
4. Make measurements to foot, inch, and 1/2 inch marks on various rulers and tapes (McCarron et al, 1982, p.85)
5. Make yard measurements with yard stick.
6. Make measurements to nearest millimeter.
7. Read temperatures on a standard household thermometer.
8. Use a household thermometer to select appropriate outer clothing for a days activities.
9. Use a scale to measure pounds.
10. Apply the above measuring skills to cooking situations.
11. Apply the above measuring skills to his/her school related job.

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials per day.

Compiled by: David Blaylock, Faith Fecteau

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed	curriculum module: 4B
/ = being worked on	goal number: 4
X = completed	

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Curriculum area: Writing

Annual goal: The student will legibly write personal vital statistics, write letters and notes, and post letters.

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date/code	Short-term instructional objectives
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1. Write name, address, telephone number, social security number, and date of birth on various forms.
2. Spell at least 150 most common sight words. (see Reading 4b)
3. Write informational statements of up to 6 words.
4. Write understandable letters of 4 or more sentences.
5. Address and mail envelopes with self solicited assistance (McCarron, et al, 1982, p.172-73).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron.
1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas.
296 p.

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto, California. 52 p. (Strand 37, 38).

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4B-
goal number: 5

Curriculum area: READING

Annual goals: Student will read for survival and entertainment.

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date/code	Short-term instructional objectives
	1. Read and follow directions of simple food labels (100% accuracy, 5 trials per day for 3 consecutive days).
	2. Read and demonstrate an understanding of UTA bus schedules (80% accuracy for 3 consecutive days with 5 trials per day).
	3. Use a public library to check out books (at least 3 times without parental or teacher help).
	4. Read and demonstrate an understanding of international symbols.
	5. Reads job application and knows how to fill it out.
	6. Reads for leisure activity.

=====

Criteria: 80% success for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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Curriculum module: 4B-
goal number: 6

Curriculum area: Expressive language

Annual goal: The student will accurately communicate wants and needs using phrases which reflect a basic knowledge of adult grammar as well as the functions of communication and conversational rules. These skills will be demonstrated within the home environment, workplace and other applied settings within the community.

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date/code Short-term instructional objectives

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1. Converse in complete, understandable sentences.
2. Speak intelligibly without prompting in applied language environments.
3. State needs, ask for assistance, and ask questions in school setting without prompting.
4. State needs, ask for assistance, and ask questions in public settings without prompting.
5. Conduct simple business and social calls on the telephone (SSSQ p.182-90).
6. Makes verbal statements and asks questions while conducting business in public situations.
7. Fills turn in discussions with friends.
8. Initiates and pursues topics in conversation consistent with place, role, and social situation.
9. Speaks on one subject long enough to obtain closure.
10. Makes introductions and greetings appropriately.
11. Intentionally makes appropriate humorous remarks.
12. Discusses solutions to problems with others without prompting.
13. Uses courtesy words without prompting (i.e. please, thank you, excuse me).
14. Uses public pay telephones (SSSQ p.180).

Criteria: 80% accuracy for 3 consecutive days.

Reference: SSSQ = McCarron, 1982.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 4B-
goal number: 7

Curriculum area: Receptive Language

Annual goal: The student will demonstrate the ability to understand and perform requests in his/her home living, educational, employment, and community situations.

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date/code Short-term instructional objectives

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1. The student will demonstrate understanding of temporal, conditional or causal clauses.
2. The student sequences events in a story
- The child provides and sequences new elements associated with another's story.
3. The child demonstrates an understanding of rules which organize recreational activity.
4. The student plays simple board games.
5. Given requests in the classroom by members of the staff, the learner responds correctly with no prompts.
6. Given requests in the home the by members of the family, the student responds correctly with no prompts.
7. Given direction or requests in public places by familiar adults the learner responds correctly with no prompts.
8. Given directions or requests in public places by unfamiliar adults, the student will respond correctly with no prompts.
9. Given direction or requests from bosses, and/or supervisors, the learner will respond correctly with no prompts.
10. Given an emergency situation the student will respond correctly only to authority figures with no prompts.
11. The student will develop an understanding of vocabulary words which are specifically related to his/her vocational setting and demonstrate those skills in his/her employment.

References:

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date began:

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CODE: 0= to be completed
 /= being worked on
 X= completed

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curriculum module: 4B
goal #: 8

Curriculum area: JOB RELATED

Annual goal: The student will define his role as a working adult, apply for jobs, and receive employment with the help of a responsible person.

=====

date/code Short-term instructional objective

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1. State and/or list specific social behaviors that she/he is expected to display toward employers, fellow employees, and customers on and off the job (i.e. hanging on people, kissing, talk about inappropriate things, comply with dress code, complain).
2. Define product and service as it relates to his/her school employment placement or future employment.
3. Explain how producing a quality product or service is related to his/her pay check and the consequences of poor work.
4. With the help of parents or guardian, the student will choose a cluster of sheltered or semi-sheltered jobs that he/she is interested in and is available to him/her as a post-school vocational placement.
5. The student and parent will choose a specific job or cluster of jobs for the student to prepare for that is realistically available.
6. Complete simulated job interviews (criteria = appropriate dress, punctuality, introductions, eye contact, complete answers, at 80% accuracy)
7. Complete simple job applications with self solicited help if needed.
8. Identify methods of getting better jobs within his/her employment situation (i.e. work with other people to learn new jobs, ask for training on new jobs, do best at present job).
9. State the consequences of quitting a job and identify at least one person who can help with a decision to quit a job.
10. State safety rules for his/her school related job and follow these rules with 100% accuracy for a 20 day period.
11. Identify customers on his/her school related job explain the need for them and explain how they should be treated.
12. Uses pay phone appropriately.
13. When a female student has a purse with her, she will keep it within reach and/or her surveillance at all times.
(Striefel and Cadez. 1983., p.244, #36).
14. Student pays for own lunch in cafeteria and waits for change

- if necessary.
15. Takes part in peer group activities such as clubs, teams, dance, or party. (Santa Cruz County Schools. 1973., Strand 25, #48.0).
 16. Student rides public transportation with minimal assistance as to correct bus, paying fare, and place to get off.
 17. When alarm clock rings, the student will wake up, shut it off, and get out of bed on his/her own. (Striefel and Cadez. 1983., p.244, #38).
 18. When given a locker, desk, closet, or special area to keep his/her belongings, the student will pick up and store his/her own belongings there without prompting. (Striefel and Cadez. 1983., p.421, #16).
 19. Knows how to use time clock.
 20. Is able to find way to and back from at least 5 different places in neighborhood. (Apollini and Westaway. 1978., 1.2.14).
 21. Follows all directions within a reasonable amount of time.
 22. Tells time to one minute intervals. (Santa Cruz County Schools. 1973., Strand 2, #22.0).

CRITERIA: 100% accuracy for 5 consecutive days unless otherwise stated.

COMPILED BY: Dave Blaylock, Ellyn White

REFERENCES:

Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14 vols.

Brolin, 1978. Ohio Dept. of Mental Health and Mental Retardation, 1977. 39p.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

curriculum module: 4B

/ = being worked on

goal number: 9

X = completed

Curriculum area: Job technical

Annual goal: The student will obtain entry level skills for a chosen job.

date/code

Short-term instructional objectives

1. Work at short cycle (repetitive) tasks for 3 hr. periods for 5 consecutive days.
2. Work at jobs that require completion of 3 tasks as part of one job.
3. Work at jobs that require judgment as to what jobs need to be done (i.e. clean this room, find the bad product)
4. Achieve desired quality rating on a sheltered job.
5. Achieve desired productivity rating on a sheltered job.
6. Identify the person(s) that he/she should take instructions from on school related job sites.
7. Follow verbal instructions on a sheltered job and ask for clarification when instructions are not understood.
8. Ask questions of supervisors when clarification is needed.
9. Accept failure appropriately.
10. Evaluate own work quality without prompting.
11. When finished with a task, the student will either ask for a new task or start a new task without prompting.
12. Work with normal monetary and verbal reinforcements and intervals.
13. Maintain and take care of tools and equipment on a school related job.
14. The trainer will define the skills that the student will need for entry into his/her future sheltered or transitional employment situation and the student will achieve these skills.

Criteria: 80% accuracy for three consecutive days that data is taken.

Compiled by: David Blaylock

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 33, 42)

Brolin, Donn E. (Ed.). 1978. Life Centered Career Education. The Council of Exceptional Children, Reston, Va. 199 p. (competencies 19, 20, and 22)

Ohio Dept. of Mental Retardation. 1977. Ohio Curriculum Guide for
Moderately Mentally Retarded Learners. Columbus. 86 p.(p39)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 48-

goal number: 10

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Curriculum area: sensory motor

Annual goal: The student will improve his/her ability to perform sensory motor skills in applied domestic, vocational, and community situations.

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date/code

Short-term instructional objectives

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1. The student will use simple line drawings (i.e. maps of shopping mall, pictorial representations on product boxes, assembly instructions on a job) in domestic, vocational, and community situations.
2. The student will sort and manipulate objects in applied situations by the following categories without the aid of eyesight.
 - a. shape
 - b. size
 - c. texture
 - d. configuration
3. The student will use persistent control to applied domestic and vocational situations (i.e. cutting with a knife, loading machines, manipulating kitchen utensils or machines)
4. The student will demonstrate needed muscle power in applied domestic and vocational situations (i.e. walking, standing, grip strength).
5. The student will demonstrate needed kinesthetic integration in applied domestic and vocational situations (i.e. using tools utensils and portable machines).
6. The student will demonstrate needed bimanual dexterity in applied domestic and vocational situations (i.e. use two hands to perform routine tasks)
7. The student will use a preferred hand to perform domestic and vocational tasks.

Criteria: Subject to evaluation by the McCarron Assessment of Neuromuscular Development

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed
 1 = being worked on
 X = completed

curriculum module: 4B-
 goal number: 11

Curriculum area: Orientation mobility

Annual goal: The student will travel independently to various destinations in the community by bus and walking.

date/code Short-term instructional objectives

1. Find various landmarks in the community (e.g. buildings, intersections)
2. Find a specified address when given a landmark within 2 blocks distance.
3. Find different assigned bus stops (McCarron et al, 1982, p.162).
4. Check destination of bus before boarding by reading signs on the bus or asking the driver.
5. Board the bus if destination is correct and ask for assistance if needed.
6. Pay bus fare with correct change or token.
7. Remain oriented on bus (e.g. state destination and approximate distance to destination).
8. Signal the bus driver of need to get off between 1 and 1/2 block of destination bus stop.
9. Use a inter-city bus service to travel to one destination on a regular basis.
10. Walk to one destination on a regular basis.
11. Choose the best method of travel to different assigned destinations.
12. Travel to different assigned destinations on a regular basis.

Criteria: 100% accuracy for 5 consecutive trials for safety tasks and 80% accuracy for 3 consecutive days for other tasks.

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.

McCarron-Dial Systems, Dallas, Texas. 296 p.

Santa Cruz County Schools. 1973. Behavioral Characteristics
Progression. Vort Corp., Palo Alto, California. 52 p. (strands 27
and 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4B-

goal number: 12

Curriculum area: Socialization

Annual goal: The student will appropriately take social roles in applied situations.

date/code

Short-term instructional objectives

1. Perform social rituals:
 - a. greet others
 - b. make departing statements
 - c. fill personal turn in social conversations
 - d. make introductions
 - e. help others when the opportunity is presented
 - f. thank others when the opportunity is presented
2. Perform social eating skills:
 - a. use eating utensils appropriately
 - b. pass food to others
 - c. share food with others
 - d. order food in fast food restaurants
 - e. order food in full service restaurants.
3. Be responsible in various situations:
 - a. care for personal property
 - b. have personal ID available
 - c. clean work area, locker, and eating area
4. Demonstrate appropriate public behavior:
 - a. wait in lines
 - b. refrain from stereotyped behaviors
 - c. choose appropriate clothing for situation
 - d. follow public rules
 - e. register complaints

Criteria: 80% accuracy for 3 consecutive days.

NOTE: SEE RECEPTIVE AND EXPRESSIVE LANGUAGE FOR OTHER socialization OBJECTIVES

Compiled by: Orvil Stokes, Patty Killoran

References:

Striefel, Sebastian, et al. 1980. The Individual Assessment and Curriculum System, Utah State University, Logan, Utah. 243 p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4B-

goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: The student will buy food for and cook at least 3 variations of 3 meals.

=====

date/code

Short-term instructional objectives

1. Plan 3 variations of breakfast menus.
2. Plan 3 variations of lunch menus.
3. Plan 3 variations of evening meals.
4. Makes shopping list for 3 meals.
5. Buy food for 3 variations of 3 meals.
6. Cook 3 variations of breakfast.
7. Cook 3 variations of lunch.
8. Cook 3 variations of evening meals.
9. Clean dishes and cooking areas after meals (McCarron, Cobb, Smith, Barron. 1982. p.147).
10. Store foods in appropriate place (refrigerator, cupboard, etc.) (McCarron, Cobb, Smith, Barron. 1982. p.119,149).
11. Plan meals around special personal diets.
12. Identify and state the use of various kitchen utensils and equipment.
13. Set stove dials on burners and ovens of gas and electric stoves (McCarron, Cobb, Smith, Barron. 1982. p.124).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron, Patsy. 1982. Curriculum Guides for McCarron, Cobb, Smith, Barron. 1982. . McCarron-Dial Systems, Dallas, TX. 296p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4B-

goal number: 14

Curriculum area: CLOTHING RELATED

Annual goal: The student will choose and maintain his/her own clothing.

date/code

Short-term instructional objectives

1. Choose to wear appropriate clothing for occasion without prompting.
2. Select and purchase own clothing. (McCarron, Cobb, Smith, Barron. 1982. p.127).
3. Identify clothing that is soiled or has odor which is in need of washing.
4. Wash clothing in a domestic washing machine (sort, load, add detergent, set dial, turn on, and unload). (McCarron, Cobb, Smith, Barron. 1982. p.132-36).
5. Use an automatic dryer to dry clothing. (McCarron, Cobb, Smith, Barron. 1982. p.137-38).
6. Hang clothing on clothes line.
7. Use coin operated laundromat to wash clothing.
8. Iron sheets, pillow cases, and other flat articles.
9. Iron shirts, pants, blouses and other varied articles of clothing.
10. Identify clothing that is in need of repair.
11. Sew buttons on clothing.
12. Mend and patch varied pieces of clothing.
13. Choose to store clothing in appropriate place.
14. Polishes shoes. (Santa Cruz County Schools. 1973. Strand 7, #49.0).

Criteria: 100% accuracy 80% quality for 3 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron, Patsy. 1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas, TX. 296p.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP). Vort. Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4B
goal number: 15

Curriculum area: Health and hygiene

Annual goal: The student will assist in maintaining his own health.

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date/code	Short-term instructional objectives
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The student will:

1. Identify by name and use various personal soaps and shampoos (SSSQ p.141-44).
2. Explain the need for and use of toothpaste and a toothbrush (SSSQ p.143).
3. Identify well balanced meals (SSSQ p.148).
4. Identify method of treating a minor burn (SSSQ p.149).
5. Take own body temperature and clean the thermometer (SSSQ p.152-53).
6. Explain the method of treating sunburn (SSSQ p.148).
7. Explain a safe way to handle pressurized cans (SSSQ p.159).
8. Explain reasons to use eye protection on jobs where machinery is used (SSSQ p.160).
9. Name items that can be purchased in the drug section of a drug store (SSSQ p.169).

Criteria: 100% accuracy for 3 consecutive days.

Compiled by: David Blaylock, Faith Fecteau

Reference: SSSQ= McCarron, 1982.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 4B-
goal number: 16

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Curriculum area: HOME CARE

Annual goal: The student will clean a home and perform basic home repair skills independently.

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date/code	Short-term instructional objectives
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1. Sweep hard surface floors with a push broom.
2. Sweep hard surface floors with a straight broom.
3. Vacuum carpeted floors using an upright vacuum.
4. Vacuum carpeted floors using a canister vacuum.
5. Wet mop hard surface floors.
6. Dust cabinets and furniture (McCarron, Cobb, Smith, Barron. 1982. p.132).
7. Clean windows with a squirt bottle and rag.
8. Clean plumbing fixtures with cleanser and sponge (McCarron, Cobb, Smith, Barron. 1982. p.131).
9. Clean tables and counter tops.
10. Identify and state the use of household tools (i.e. hammer, saw, screwdriver, pliers, wrench, drill, plane, chisel, file, vise, clamp) (McCarron, Cobb, Smith, Barron. 1982. sec.3).
11. Use basic household tools in applied situations.
12. Identify, state the use of, and use various abrasive papers.
13. Identify and use various fasteners (i.e. bolts, wood screws, nails).
14. Lubricate hinges, locksets, metal parts, wood parts of drawers, with appropriate lubricants.
15. Replace incandescent and fluorescent light bulbs.
16. Identify causes of household fires and rectify problems in own home.
17. State the use and need for household smoke alarms and describe methods of putting out fires (McCarron, Cobb, Smith, Barron. 1982. p.164).
18. Identify the need to replace furnace filters.
19. Identify and use household adhesives (i.e. white glue, contact cement, epoxy).
20. Identify and correct unsafe household conditions (McCarron, Cobb, Smith, Barron. 1982. p.163).
21. Set heating thermostat to appropriate room temperature.
22. When asked to change the bed, the student will remove the sheets and pillowcases and replace them with fresh linens and remake the bed. (Striefel and Cadez. 1983., p.214, #15).

Criteria: 80% accuracy for 3 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

McCarron, Lawrence, Cobb, Gary, Smith, Constance, and Barron, Patsy. 1982. Curriculum Guilds for McCarron, Cobb, Smith, Barron, 1982. . McCarron-Dial Systems, Dallas, TX. 296p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide ,Charles Thomas, Springfield, ILL. 260p

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INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 48-
goal number: 17

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Curriculum area: LEISURE RECREATION

Annual goal: The student will identify and participate in legal and appropriate leisure time activities available to him

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date/code Short-term instructional objectives

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1. Identify leisure time activities available to him
2. Makes visits outside immediate neighborhood to explore leisure activities.
3. Models appropriate behavior in new situations.
4. Uses leisure environment suitable to chosen activity.
5. Respects property and equipment of public areas.
7. plans leisure activities according to seasons or weather changes.
8. Participates in sport activities and quiet games with friends.
9. Attends festivals and social events in the community with friends. and family.
10. Develops preferences in community leisure that are appropriate to age, culture, sex, etc.
11. Calls friends without supervision, invites them to participate in activities.
12. Makes modifications in environment to accommodate leisure pursuits.
13. Selects appropriate places to perform most leisure activities.
14. Exercises sports etiquette such as waiting for turn in bowling alley.
15. Acts appropriately in other peoples;xxx homes.
16. Selects community entertainment with minimal assistance.
17. Establishes and maintains balanced schedule or routine of work and leisure.
18. Pays for own leisure time pursuits.
19. Uses public transportation to get to resources.
20. Attends community cultural events independently.
21. Uses telephone to determine available leisure resources.

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra ronald R. Bryan James E. Social Skills for Severely Retarded Adults 1980 Research Press 2612
North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 4C

/ = being worked on

goal number: 1

X = completed

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Curriculum area: Time

Annual goal: The student will meet time schedules in sheltered and community situations.

=====

date/code

Short-term instructional objectives

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The student will:

1. State personal beginning and ending time of school related job.
2. Be on time for work without prompting.
3. Use free time on the job accurately with bell or other prompts (i.e. lunch, breaks).
4. Use automatic time clock to record work period in and out time.
5. Use manual time clock to record work period in and out time with self solicited assistance.
6. Set a timer and use it to time activities related to his/her job or cooking tasks.
8. Make and keep appointments with assistance.
9. Meet schedules of one set route of a public transit system with assistance if necessary.
10. The student will accept change in work time schedule without acting out behavior and/or continued lateness.

Criteria: 100% accuracy for 5 consecutive days in which data is taken.

Compiled by: David Blaylock, F.Fecteau

Reference: Dial, 1973; McCarron et al., 1982

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 40

goal number: 2

=====

Curriculum area: MONEY

Annual goal:

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date/code

Short-term instructional objectives

1.

Criteria:

Compiled by:

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
 / = being worked on
 X = completed

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curriculum module: 4C
goal number: 3

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Curriculum area: MEASUREMENT

Annual goal: Make basic measurements for cooking, sewing, and other household and vocational tasks

=====

date/code	Short-term instructional objectives
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The student will:

1. Make full measurements of liquids, granulated substances, and powders with one cup, half cup, three-fourths cup, one third cup, and two thirds cup from verbal and simple picture directions.
2. Make full measurements with measuring spoons, (1 Tbs, 1/2 Tbs, 1 teas., 1/2 teas., 1/4 teas., 1/8 teas from verbal and simple picture directions.
3. Make full gallon measurements
4. Make full quart measurements
5. Make measurements in feet with rulers and tapes
8. Read temperatures on a standard household thermometers to within 5 degrees
9. Read a temperature on a household thermometer and state if he/she would be cold or hot in the condition.
10. Choose outer clothing according to temperatures read on household thermometers.

Compiled by: David Blaylock, Faith Fecteau

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials each day.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C-

goal number: 4

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Curriculum area: Writing

Annual goal: The student will legibly write personal vital statistics, write short notes, and post mail.

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date/code

Short-term instructional objectives

- =====
1. Write name, address, telephone number, social security number, and date of birth on various forms.
 2. Spell at least 50 most common sight words.
 3. Write informational statements of up to 3 words.
 5. Address and mail envelopes with assistance (McCarron, et al, p.172-73).

Criteria: 70% accuracy for 3 consecutive days of trials.

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron. 1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas. 296 p.

Santa Cruz County (California) Schools. 1973. Behavioral Characteristics Progression (BCP) Vort Corp., Palo Alto, California. 52 p. (Strand 37, 38).

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C-

goal number: 5

Curriculum area: READING

Annual goal: Read and understand simple directional signs and international symbols.

date/code

Short-term instructional objectives

1. Read vocational sight words.
2. Read cooking sight words.
3. Read and follow directional signs.
4. Read menus in public fast food eating establishments.
5. Read and follow directions of recipes which contain simple picture directions.
6. Read and follow directions of recipes on boxes and cans.
7. Read international symbols.
8. Follow directions of international symbols.

Criteria: 80% success for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4C-
goal number: 6

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Curriculum area: Expressive language

Annual goal: The student will demonstrate the ability to communicate wants, needs, and emotions using simple language skills and rules of adult communication within his living, community, educational, employment and social situations.

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date/code Short-term instructional objectives

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1. The student will express verb + pronoun constructions
2. The student will express adjective + noun constructions.
3. The student will express pronoun it, this, that + adjective constructions.
4. The student will express verb + indefinite pronoun constructions.
5. The student will express noun + verb + noun constructions.
7. The student will express verb + noun + noun constructions.
8. The student will express verb + verb + noun constructions.
9. The student will express three word constructions including pronouns.
10. The student will express verb + Adjective + noun constructions.
11. The student will express three-word constructions including pronouns, adjectives adverbs.
12. Given a public eating establishment, the student will indicate food preference and order appropriately.
13. Given an opportunity, the student will interact with peers appropriately.
14. Given an opportunity, the student will interact with family members appropriately.
15. Given an opportunity the student will interact with familiar adults appropriately.
16. Given an opportunity the student will interact with unfamiliar adults (public places) appropriately.
17. Given a work setting the student will express wants, needs, and preferences in an appropriate manner.
18. Given and emergency situation, the student will ask for assistance.
19. Given a dept. store the student will communicate likes, dislikes, wants, and desires with whomever they are shopping.
20. Given a grocery store the student will communicate likes, dislikes, wants and desires with whoever they are shopping.

Criteria:

References:

Hanna Rosemarie P., Lippert Emily A., Harris Ann B. Developmental Communication Curriculum Charles E. Merrill Publishing company.

McLean James E. and Lee S. A Transactional Approach to Early Language Training Charles E. Merrill Publishing Company.

Waryas Carol Lynn, Campbell Kathleen Stremel 1982 Communication Training Program DLM Teaching Resources Allen, Texas 75002

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C-

goal number: 7

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Curriculum area: Receptive Language

Annual goal: The student will demonstrate the ability to understand and perform requests in his/her home living, educational, employment, and community situations.

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date/code

Short-term instructional objectives

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1. The student will demonstrate understanding of temporal, conditional or causal clauses.
2. The student sequences events in a story
The child provides and sequences new elements associated with another's story.
3. The child demonstrates an understanding of rules which organize recreational activity.
4. The student plays simple board games.
5. Given requests in the classroom by members of the staff, the learner responds correctly with no prompts.
6. Given requests in the home the by members of the family, the student responds correctly with no prompts.
7. Given direction or requests in public places by familiar adults the learner responds correctly with no prompts.
8. Given directions or requests in public places by unfamiliar adults, the student will respond correctly with no prompts.
9. Given direction or requests from bosses, and/or supervisors, the learner will respond correctly with no prompts.
10. Given an emergency situation the student will respond correctly only to authority figures with no prompts.
11. The student will develop an understanding of vocabulary words which are specifically related to his/her vocational setting and demonstrate those skills in his/her employment.

1-15

References:

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C-

goal number: 9

Curriculum area: JOB RELATED

Annual goal: The student will obtain the skills necessary to enter into sheltered employment.

date/code

Short-term instructional objectives

1. Display appropriate social behaviors toward employers in a sheltered work situation (i.e. respect, follow directions, inappropriate affection).
2. Display appropriate social behaviors toward fellow male and female employees (i.e. affection, solving disagreements, friendliness).
3. State the name of the product and service produced on his/her school related sheltered employment situation.
4. Explain how producing a quality product or service is related to his/her paycheck.
5. Display appropriate social behaviors towards customers on a sheltered job (i.e. try to please customer, respect, appropriate language).
6. Provide vital information with assistance for simple job applications (name, address, telephone number, father and mother's name, Social Security No.)
- 7.. Identify methods of getting better jobs within his/her sheltered employment situation (i.e. work with other people to learn new jobs, ask for training on new jobs, do best at present job).
- 8.. State safety rules for his/her school related job and follow these rules with 100% accuracy for a 20 day period.
9. Follows 3 step directions without prompts.
10. Knows how to use time clock.
11. Finds way to and from classroom to one place outside of school building within 1/2 block.
12. Student gets ready for school (work) independently when told to.
13. When given a locker/desk/closet or special area to keep his/her belongings, the student will pick up and store his/her own belongings there without prompting. (Striefel and Cadez. 1983., p.241, #16).
14. When given a key to the door of his/her residence, the student will lock the door upon leaving and unlock the door upon returning.
15. When out shopping or on an outing, the student will keep loose change in his/her pocket and an appropriate amount of paper currency in his/her billfold or wallet and only remove

- it when necessary. (Striefel and Cadez. 1983., p.244, #35).
16. Dresses appropriately with assistance.
 17. Tries again when change or disappointment occurs if reassured. (Santa Cruz County Schools. 1973., Strand 23, #24).

CRITERIA: 100% accuracy for 5 consecutive days unless otherwise stated.

COMPILED BY: Dave Blaylock, Ellyn White.

REFERENCES:

Brolin, 1978; Ohio Dept. of Mental Health and Mental Retardation, 1977, p39.

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (Santa Cruz County Schools. 1973.), Vort Corp., Palo Alto, CA. 59p.

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C

goal number: 9

Curriculum area: Job technical

Annual goal: The student will obtain entry level skills for a chosen sheltered employment post-school situation.

date/code

Short-term instructional objectives

1. Work at short cycle (repetitive) tasks for 3 hr. periods for 5 consecutive days.
2. Work at jobs that require completion of 2 tasks as part of one job.
3. Work at jobs that require judgment of size, shape, texture, or gross quality with a 90% quality rating for 5 consecutive days.
4. Achieve desired overall quality rating on school related sheltered jobs.
5. Achieve desired productivity rating on school related sheltered jobs.
6. Identify the person(s) that he/she should take instructions from on school related sheltered jobs.
7. Follow verbal instructions on a school related sheltered job or indicate need for clarification when instructions are not understood 60% of the time when the opportunity is presented.
8. Accept failure appropriately.
9. Indicate that tasks are completed to a supervisor 60% of the time for 5 consecutive days when the opportunity is presented.
10. Work with normal monetary and verbal reinforcements and intervals for sheltered employment.
11. Maintain and take care of tools and equipment on a school related job.
12. The trainer will define the skills that the student will need for entry into his/her future sheltered employment situation and the student will achieve these skills.

Criteria: 80% accuracy for three consecutive days or at stated.

Compiled by: David Blaylock

References:

Brolin, Donn E. (Ed.). 1978. Life Centered Career Education. The Council of Exceptional Children, Reston, Va. 199 p. (competencies 19, 20, and 22)

- Ohio Dept. of Mental Retardation. 1977. Ohio Curriculum Guide for Moderately Mentally Retarded Learners. Columbus. 86 p. (p39)
- McCarron-Dial Systems. 1976. Observational Emotional Inventory. Dallas, Texas. 4 p.
- Dial, Jack G. 1973. Dial Behavioral Rating Scale. McCarron-Dial Systems, Dallas, Texas. 4 p.
- Santa Cruz County Schools. 1973. Behavioral Characteristics Progression. Vort Corp., Palo Alto, California. 52 p. (strands 33, 42)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4C-
goal number: 10

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Curriculum area: sensory motor

Annual goal: The student will improve his/her ability to perform sensory motor skills in applied domestic, vocational, and community situations.

=====

date/code Short-term instructional objectives

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1. The student will perform survival visual motor tasks that would increase his or her quality of life (i.e. cutting food, sheltered employment related tasks).
2. The student will sort and manipulate objects in production line environments by the following categories without the aid of eyesight.
 - a. shape
 - b. size
 - c. texture
 - d. configuration
3. The student will use persistent control to applied domestic and vocational situations (i.e. cutting with a knife, production line assembly, manipulating kitchen utensils)
4. The student will demonstrate needed muscle power in applied domestic and vocational situations (i.e. walking, standing, grip strength).
5. The student will demonstrate needed kinesthetic integration in applied domestic and vocational situations (i.e. use of tools in a production line environment, use of kitchen utensils).
6. The student will demonstrate needed bimanual dexterity in applied domestic and vocational situations (i.e. use two hands to perform routine tasks)
7. The student will use a preferred hand to perform domestic and vocational tasks.

Criteria: Subject to evaluation by the McCarron Assessment of Neuromuscular Development

Compiled by: Orvil Stokes

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C

goal number: 11

=====

Curriculum area: Orientation Mobility

Annual goal: The student will travel with minimal supervision to a few predetermined destinations

=====

date/code

Short-term instructional objectives

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1. Cross streets without pedestrian signals or traffic signals, without safety violations (i.e. standing off the curb, not looking all ways for approaching cars, and not yielding to automobile traffic)
2. Cross streets with pedestrian signals without safety violations (i.e. waiting for signal change in the street, walking against a signal, pauses or spirits of speed while walking, not looking in all directions before walking, and not yielding to non-yielding traffic).
3. Find and identify by name at least 10 community landmarks when taken to within 2 blocks of the destination (buildings, prominent intersections, etc.)
4. Walk to predetermined destinations (store, job, friends, house) on a regular basis with minimal assistance
5. Ride the intercity bus system to predetermined destinations on a regular basis with minimal assistance
 - A. Find a bus stop
 - B. Check destination of bus before boarding
 - C. Pay fare with correct change
 - D. Pay fare with bus pass or token
 - E. Remain oriented while on bus
 - F. Inform driver of intent to get off between 1/2 and 1 block before reaching predetermined destination

Criteria: 100% accuracy on safety measures for 5 consecutive trials
and 80% accuracy for 3 consecutive days for others

Written by: David Blaylock

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4C

goal number: 12

Curriculum area: SOCIALIZATION

Annual goal: 1. Student engages in leisure activities during free time
 2. Student demonstrate appropriate emotional behaviors.
 3. Student demonstrates appropriate public behaviors.
 4. Student demonstrates appropriate conversational skills

date/code

Short-term instructional objectives

1. Student engages in leisure activities.
 - a. Student will establish at least avocation.
 - b. Students will engage in arts and craft activities.
 - c. Student will make use of movies, libraries, etc.
 - d. Student will play table games.
2. Student will recognize what emotion he/she is feeling and express that emotion in a constructive way.
3. Student will demonstrate appropriate public behavior.
 - a. Student will use a moderate voice in a public place.
 - b. Student will make sure all clothing is on and fastened properly.
 - c. Student will avoid display of any body functions.
4. Student will demonstrate appropriate conversational skills.
 - a. Student will speak truthfully and politely in a conversation.
 - b. Student will use appropriate volume and tone.
 - c. Student will speak clearly.
 - d. Student will provide the listener with no more information than is needed.

Criteria:

Compiled by: Patty Killoran, David Blaylock

Criteria:

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

Curriculum Module: 4C-

goal number: 13

Curriculum area: FOOD RELATED

Annual goal: The student will buy food for and prepare 2 variations of three meals

date/code

Short-term instructional objectives

1. Read and follow directions of simple written recipes with picture prompts.
2. Prepare breakfast menus that require limited or no use of a stove.
3. Prepare lunch menus that require limited or no use of a stove.
4. Prepare evening meal menus that require use of stove burners but no the oven.
5. The student will fill serving dishes with food without spilling.
6. Clean dishes and cooking areas after meals.
7. Store food in appropriate places after meals (refrigerator, cupboard, etc.).
8. Identify and state the use of various kitchen utensils.
9. Prepares simple foods to keep from starving. (i.e. peanut butter and jelly sandwich, soup, eggs, toast, etc.).
10. Identify and know how to use various kitchen utensils such as, knives, spatula, electric can opener, manual can opener, etc.
11. Given the need to fix breakfast and a kitchen, the student will select from cold cereal, instant hot cereal, or eggs, and prepare unassisted whatever is selected.
12. Given the need to fix lunch and a kitchen, the student will select from a sandwich, soup, or a salad, and prepare unassisted whatever is selected.
13. Given the need to fix dinner and a kitchen, the learner will select from macaroni and cheese, pot pies, or hotdogs, and prepare unassisted whatever is selected.

Criteria: 80% success for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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Curriculum Module: 4C-
goal number: 14

Curriculum area: CLOTHING RELATED

Annual goal: The student will maintain his own clothing with minimal assistance

=====

date/code	Short-term instructional objectives
	1. Select and buy clothing with assistance.
	2. Identify clothing that is soiled or has odor which is in need of washing.
	3. Use an automatic dryer to dry clothing.
	4. Hang clothing on a clothes line.
	5. Identify clothing that is in need of repair and ask for assistance in repairing clothing.
	6. Stores clothing in appropriate place at home
	7. When given a pile of clean clothing, the student will sort, fold, and put the clothing on hangers or in drawers (whichever is appropriate), without prompting. (Striefel and Cadez. 1983. p.222, #12).
	8. Sorts clothing to be washed into darks, lights, whites, and towels.
	9. Selects clean clothing, changes underclothes regularly. (Santa Cruz County Schools. 1973. Strand 7, #46.0).

=====

1. Select and buy clothing with assistance.
2. Identify clothing that is soiled or has odor which is in need of washing.
3. Use an automatic dryer to dry clothing.
4. Hang clothing on a clothes line.
5. Identify clothing that is in need of repair and ask for assistance in repairing clothing.
6. Stores clothing in appropriate place at home
7. When given a pile of clean clothing, the student will sort, fold, and put the clothing on hangers or in drawers (whichever is appropriate), without prompting. (Striefel and Cadez. 1983. p.222, #12).
8. Sorts clothing to be washed into darks, lights, whites, and towels.
9. Selects clean clothing, changes underclothes regularly. (Santa Cruz County Schools. 1973. Strand 7, #46.0).

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Santa Cruz County Schools. 1973. Behavioral Characteristics Progression (BCP). Vort. Corp., Palo Alto, CA. 59p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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Curriculum Module: 4C
goal number: 15

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Curriculum area: HEALTH & HYGIENE

Annual goal: The student will maintain his own personal health and hygiene with minimal assistance

=====

date/code Short-term instructional objectives

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- 1 The student will maintain own personal grooming
 - a. Select own clothing (see goal 18)
 - b. Bathe at appropriate intervals
 - c. Maintain own hair
 - d. Use grooming aids (deodorant, nail polish, etc.)
 - e. Brush teeth at least 1 time per day
 - f. Clean and cut fingernails
 - g. Use an electric shaver to remove body hair
 - h. Care for own toileting needs.
 - i. Care for own menstruation needs.
 - j. Recognize need to blow or wipe nose.
2. The student will exercise daily without prompting (i.e. yard work, walking, weight lifting).
3. The student will identify in general terms personal illnesses and ask for medical assistance from responsible adults
4. The student will demonstrate a knowledge of safety rules and will follow them.

Criteria:

Compiled by: F.Fecteau

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

Curriculum Module: 4C-

goal number: 16

Curriculum area: HOME CARE

Annual goal: The student will perform cleaning tasks that could be used in his own home.

date/code

Short-term instructional objectives

1. Sweep floor surfaces with push broom.
2. Sweep hard floor surfaces with a straight broom.
3. Vacuum carpeted floors using an upright vacuum.
4. Vacuum carpeted floors using a canister vacuum.
5. Wet mop hard floor surfaces.
6. Dust cabinets and furniture.
7. Clean windows with a squirt bottle and rag.
8. Clean plumbing fixtures with cleanser and sponge.
9. Clean tables and counter tops.
10. Given the verbal command, "Clean this room", and the appropriate equipment, the student will coordinate the above tasks to clean a room.
11. When the student gets up in the morning, he/she will make his/her bed when asked to do so with verbal instructions. (Striefel and Cadez. 1983., p.214, #14).

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

Striefel, Sebastian, and Cadez, Mary. 1983. The Program Assessment and Planning Guide, Charles Thomas, Springfield, ILL. 260p

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4C-
goal number: 17

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Curriculum area: LEISURE RECREATION

Annual goal: The student will identify and participate in legal and appropriate leisure time activities available to him

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date/code	Short-term instructional objectives
	1. Identify leisure time activities available to him
	2. Makes visits outside immediate neighborhood to explore leisure activities.
	3. Models appropriate behavior in new situations.
	4. Uses leisure environment suitable to chosen activity.
	5. Respects property and equipment of public areas.
	7. plans leisure activities according to seasons or weather changes.
	8. Participates in sport activities and quiet games with friends.
	9. Attends festivals and social events in the community with friends. and family.
	10. Develops preferences in community leisure that are appropriate to age, culture, sex, etc.
	11. Calls friends without supervision, invites them to participate in activities.

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References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
McClennen Sandra E. Hoekstra Ronald R. Bryan James E. Social Skills fro Severely Retarded Adults 1980 research Press 2612
North Mattis Avenue Champaign, Illinois 61820

Criteria:

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 4D

/ = being worked on

goal number: 1

X = completed

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Curriculum area: Time

Annual goal: The student will use time in applied situations.

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date/code

Short-term instructional objectives

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1. When given an alarm clock set by a responsible person and the cue (bell) to get up the student will get up and prepare for daily activities without prompting.
2. When given environmental cues (i.e. movement of people, shift changes, end of television programs etc.) the student will move to different school activities on time
3. When given environmental cues or clock cues the student will arrive to simulated work situations on time.
4. The student will move from one task to an other (lunch to work, etc.) with the cue of a bell or light.
5. The student will attend to nonwork related tasks during break time designated by bells without prompting 60% of the time.
6. The student will use a automatic time clock with 100% accuracy for a five day period.

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: David Blaylock, F. Fecteau

References: McCarron et al., 1982

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4D
goal number: 2

=====

Curriculum area: Money

Annual goal: The student will make basic purchases in community situations with assistance from a responsible person.

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date/code Short-term instructional objectives

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1. Given a handful of change which includes 2 or more quarters, dimes, nickels, and pennies; the student will sort the coins into like stacks.
2. Given a handful of change which includes 1 or more quarters, dimes, nickels, and pennies and a verbal command, the student will:
 - A. give a quarter
 - B. give a dime
 - C. give a nickel
 - D. give a penny
3. Given a dollar bill, assorted change, and a verbal command, the student will hand the trainer a dollar bill.
4. Given a check made out to the student and a pen, the student will endorse the check.
5. Given a \$1, \$5, and \$10 bills and a verbal command, the student will:
 - A. give \$1.00
 - B. give \$5.00
 - C. give \$10.00
6. Given an assortment of known money and unknown money (i.e. 50 cent piece, \$2.00 dollar bill, etc.) the learner will request assistance from a familiar, responsible person in deciphering their values.
7. Given the opportunity to spend money, cash checks, or receive change; the learner will attend to the situation in a knowledgeable manner so as to prevent fraudulent behavior on the part of cashier.
8. Given the opportunity to use familiar vending machine, the learner will:
 - A. identify the correct change needed
 - B. insert coins
 - C. remove item unassisted

D. and open the item unassisted

9. Given the need for change and a dollar bill, the learner will ask for change.

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials each day.

Compiled by: David Blaylock, Faith Fecteau

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D

goal number: 3

Curriculum area: Measurement

Annual goal: Given the need to measure dry staples and liquids while cooking, the learner will correctly identify the measuring tool and correctly measure

date/code

Short-term instructional objectives

1. Given the measure 1 cup, 1/2 cup, 1/4 c, or 1/3 c in a picture form and standard measuring cups, the student will match the correct cup with the picture.
2. Given up to a 3 step recipe in picture form, the student will measure the necessary ingredients
3. The student will judge air temperature and choose the appropriate outer clothing for the temperature.

Compiled by: David Blaylock, Faith Fecteau

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials per day.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

curriculum module: 4D

/ = being worked on

goal number: 4

X = completed

=====

Curriculum area: Writing

Annual goal: The student will use various writing instruments and sign him/her name.

=====

date/code

Short-term instructional objectives

=====

1. Color in lines
2. Draw shapes with models
3. Draw shapes without models
4. Draw name with model.
5. Sign name without model.
6. Sign name on various forms.

Criteria: 80% accuracy for 5 consecutive days

Compiled by: David Blaylock

References:

McCarron, Lawrence, Gary Cobb, Constance Smith, and Patsy Barron.

1982. Curriculum Guides for SSSQ. McCarron-Dial Systems, Dallas.
296 p.

Santa Cruz County (California) Schools. 1973. Behavioral
Characteristics Progression (BCP) Vort Corp., Palo Alto,
California. 52 p. (Strand 37)

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 5

Curriculum area: READING

Annual goal: Given the student's local community, the student will read and follow directions of street signs, restroom signs, etc. with assistance if necessary.

date/code

Short-term instructional objectives

1. Given a written model of the student's among at least 4 other names, and the command "show me your name", the student will respond correctly.
2. Given a community situation the student will go in the "in" door, out the "out" door, use women/men restrooms etc.
3. The student will identify and follow directions of international symbols.
4. If student is nonverbal and uses a language board, he/she will be able to use symbols on it to make wants and needs known.

Criteria: 90% accuracy for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 6

Curriculum area: Expressive language

Annual goal: The student will communicate basic wants and needs to caregivers within his home, daycare and place of employment using single words and simple word combinations, accompanied with gestures, and appropriate intonational patterns or alternative means of communication if necessary and appropriate.

date/code

Short-term instructional objectives

1. Given a community experience the student will indicate self-help needs appropriately (i.e. directions, toilet, etc.)
2. Given a public eating establishment, the student will indicate food preference from a picture menu and or a person reading the menu.
3. Given an opportunity, the student will interact with peers appropriately.
4. Given an opportunity, the learner will interact with staff appropriately.
5. Given an opportunity the learner will interact with family appropriately.
6. Given an opportunity the learner will interact with familiar adults appropriately.
7. Given an opportunity the learner will interact with unfamiliar adults (public places) appropriately.
8. Given a work setting, the student will express wants, needs, and preferences in an appropriate manner.
9. Given an emergency situation, the student will ask for assistance.
10. Given a dept. store the student will communicate likes, dislikes, wants, and desires with whomever they are shopping.
11. Given a grocery store the student will communicate likes, dislikes, wants and desires with whoever they are shopping.
12. Given an important experience the student is able to share it.

Criteria:

References:

Hanna Rosemarie P., Lippert Emily A., Harris Ann B. 1982
Developmental Communication Curriculum Charles E. Merrill
Publishing Company Columbus, Ohio 43216

James E. McLean Lee K. Snyder-McLean 1978 A transactional Approach

to Early Language Training Charles E. Merrill Publishing
Company Columbus, Ohio 43216

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 40-

goal number: 7

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Curriculum area: Receptive Language

Annual goal: The student will demonstrate the receptive language skills necessary to follow directions and understand request made of him, within a wide variety of settings.

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date/code

Short-term instructional objectives

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1. The child will follow directions which include agent + action or action + object phrases.
2. The child follows directions which depend for accuracy upon knowledge of two-term semantic relations which code attributes.
3. The child responds to directions which include a few preposition.
4. The child follows directions which include adverbs.
5. The child follows directions which include a few personal pronouns.e.g.it, she,he.
6. Give 3 step commands in the form "Hang up your coat, sit down and look at a book" the learner will follow the commands correctly.
7. Given verbal and/or signed requests in the classroom by members of the staff, the learner responds correctly with no prompts.
8. Given verbal and/or signed requests in the home by members of the family, the learner responds correctly with no prompts.
9. Given verbal and/or signed requests in public places by familiar adults the learner responds correctly with no prompts.
10. Given verbal and/or signed requests in public places by unfamiliar adults, the learner responds correctly with no prompts.
11. Given verbal and/or signed requests in all settings by peers, the learner will respond correctly with no prompts.
12. Given verbal and/or signed requests in a vocational setting by employers, bosses, and/or supervisors, the learner will respond correctly with no prompts.
13. Given an emergency situation the learner will respond correctly only to authority figures with no prompts.

Criterion:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

=====

curriculum module: 4D-
goal number: 8

Curriculum area: JOB RELATED

Annual goal: The student will obtain the skills needed to enter into a
work activity post-school situation.

=====

date/code Short-term instructional objectives

=====

1. The student will identify supervisors and follow their directions to the extent of his/her ability in a school related work setting.
2. The student will interact appropriately with supervisors and co-workers in a school related work setting.
3. The student will work with normal reinforcers for work activity environments.
4. The student will report to sheltered job sites and start work independently when given the cue to start work.
5. The student will stay on tasks for up to 1/2 hr. periods in a sheltered work setting.
6. The student will return work materials to the proper place after job completion.
7. The student will work for tokens.
8. Respects others' property. (Apollini and Westaway, 1978., 2.2.5)
9. Finds way to and from classroom to office.
10. Knows how to use time clock with assistance if necessary.
11. Student is independent in bathroom.
12. Student will cooperate in recreational group activities.
13. Student gets ready for school (work) with minimal assistance.

Criteria: Teacher and parent observation as to appropriate social behaviors.

Compiled by: Dave Blaylock, Ellyn White

References:

Apollini, Tony, and Westagway, Ann M. 1978. Becoming Independent
, Apollini and Westaway. 1978. Associates, Bellevue, WA. 14
vols.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed
/ = being worked on
X = completed

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teaching station: 4D-
goal number: 9

=====

Curriculum area: JOB TECHNICAL

Annual goals: The student will obtain entry level skills for work activity post-school situations.

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date/code Short-term instructional objectives

=====

1. Work at short cycle, repetitive tasks (i.e. 1 piece assembly, pasting labels on envelopes, (etc.) for periods of up to 2 hours.
2. Follow verbal instruction on a sheltered job. (Students must understand instruction before measurement is taken).
3. Achieve desired productivity ratings on school related sheltered job.
4. Achieve desired work quality rating on a school related sheltered job
7. Demonstrate an understanding of job safety rules by following school related job safety rules at 100% accuracy for a 20 day period.
9. Requests more work when completed with assigned tasks.
10. Complete above tasks in a sheltered job setting outside of the school.

Criteria: 80% accuracy as judged by teacher for 5 consecutive days.

Written by: David Blaylock

Related references:

McCarron-Dial Systems. 1976. Observational Emotional Inventory. Dallas, Texas. 4 p.

Dial, Jack G. 1973. Dial Behavioral Rating Scale. McCarron-Dial Systems, Dallas, Texas. 4 p.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

/ = being worked on

X = completed

===== curriculum module: 4D-

goal number: 10

=====

Curriculum area: sensory motor

Annual goal: The student will improve his/her quality of life by performing survival sensory motor skills in applied domestic and day care situations.

=====

date/code

Short-term instructional objectives

=====

1. The student will perform survival visual motor tasks that would increase his or her quality of life (i.e. cutting food, use of games and other day care leisure and vocational skills).
2. The student will sort and manipulate objects in production line environments by the following categories without the aid of eyesight.
 - a. shape
 - b. size
 - c. texture
 - d. configuration
3. The student will use persistent control to applied domestic and vocational situations (i.e. butter bread, production line assembly, manipulating kitchen utensils)
4. The student will demonstrate needed muscle power in applied domestic and vocational situations (i.e. walking, standing, standing, grip strength).
5. The student will demonstrate needed kinesthetic integration in applied domestic and vocational situations (i.e. use of tools in a production line environment, use of kitchen utensils).
6. The student will demonstrate needed bimanual dexterity in applied domestic and vocational situations (i.e. use two hands to perform routine tasks)
7. The student will use a preferred hand to perform domestic and vocational tasks.

Criteria: Subject to evaluation by the McCarron Assessment of Neuromuscular Development

Compiled by: Orvil Stokes

References: McCarron, 1976, p203; McCarron-Dial Systems, 1981;
McCarron, Dial, 1979.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

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CODE: 0 = to be completed

curriculum module: 4D

/ = being worked on

goal number: 11

X = completed

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Curriculum area: Orientation Mobility

Annual goal: The student will travel with supervision to a few predetermined destinations

=====

date/code Short-term instructional objectives

=====

1. The student will cross streets in predetermined places without safety violations (examples of safety violations: not looking all ways for cars, walking too soon or too late, not yielding to nonyielding traffic, waiting to walk in the street).
3. Find and identify by name at least 4 neighborhood landmarks when taken to within 2 blocks of the destination (i.e. church, school, Jones' house).
4. Walk to predetermined destinations in his/her neighborhood without safety violations.
5. Ride the intercity bus system with direct or indirect supervision
 - A. Find a bus stop
 - B. Check destination of bus before boarding
 - C. Pay fare with correct change
 - D. Pay fare with bus pass or token
 - E. Remain oriented while on bus
 - F. Inform driver of intent to get off between 1/2 and 1 block before reaching predetermined destination

Criteria: 100% accuracy on safety measures for 5 consecutive trials and 80% accuracy for 3 consecutive days for others

Written by: David Blaylock

Reference:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 12

Curriculum area: socialization

Annual goal: 1. The client will engage in leisure activities rather than play. 2. The client will independently demonstrate good manners. 3. The client will independently demonstrate appropriate public behaviors. 4. The client will independently demonstrate appropriate conversational skills. 5. The client will independently demonstrate appropriate emotional behaviors.

date/code

Short-term instructional objectives

1. The client will engage in leisure activities rather than play.
 - a. The client will participate in arts and crafts during an organized period.
 - b. The client will play table games during an activity session.
 - c. The client will play team sports or engage in assigned exercise with other clients.
2. The client will independently demonstrate good manners.
 - a. The client will excuse him/herself when appropriate.
 - b. The clients will use courtesy words when appropriate.
3. The client will independently demonstrate appropriate emotional behaviors.
 - a. The client will demonstrate affection with hugs and kisses that are acceptable in public and based on social situation i.e., occasion, age, sex.
4. The client will independently demonstrate appropriate public behaviors.
 - a. The client will walk through a shopping center without drawing undue attention to him/herself by using good posture, a moderate gait, and moderate voice.
5. The client will use appropriate conversational skills.
 - a. The client will not interrupt others who are speaking except in an emergency.
 - b. When in conversation the client will keep his/her utterances related to the topic.
 - c. When in conversation the client will be polite, and truthful.
 - d. When in conversation the client will give his/her listener a chance to talk.

Compiled by: Patty Killoran, David Blayock, Orvil Stokes

References:

Striefel, Sebastian and Mary Cadez. 1983. The Program Assessment and Planning Guide for Developmentally Disabled and Preschool Children. Charles Thomas, Springfield, Ill. pp.87-88.

McLean, Snyder-McLean, 1981, module 2.

Criteria:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed
/ = being worked on
X = completed

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curriculum module: 4D-
goal number: 13

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Curriculum area: FOOD RELATED

Annual goal: Given the need to eat and a kitchen, the learner will plan, prepare, eat, and clean up basic meals.

=====

date/code Short-term instructional objectives

=====

1. Given any lunch served in the lunchroom cafeteria, the learner will eat without assistance.
2. Given any meal prepared at home, the learner will eat without assistance.
3. Given any meal served in a public establishment, the learner will eat without assistance and in a socially acceptable manner (i.e. cutting meat, rather than picking it up with hands).
4. Given hunger and thirst, the learner gets a drink or fixes something to eat.
5. Given the end of cooking and a kitchen, the learner will clean up the kitchen without prompts.
6. Given the opportunity to shop for groceries the learner will assist in the selection of foods purchased. (i.e. When told to "Get some eggs," the student will pick up eggs and place in shopping cart.)
7. The student will dry, sort, and put away dishes and silverware, without assistance.
8. Given a pre-packaged mix that requires water, the student will prepare food when shown how. (instant soup, jello, kool-aid, etc.)
9. The student will cut food with a knife and fork.
10. Washes hands before preparing food or eating.

Criteria: 80% success for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 14

Curriculum area: CLOTHING RELATED

Annual goal: 1. Student will care for his/her own clothing and dress with minimal assistance.

date/code	Short-term instructional objectives
	1. Student will care for his/her own clothing.
	2. When given an item of clothing that is turned inside out the student will turn it right side out.
	3. When the student removes his/her clothing, h/she will put it in the laundry.
	4. When given a pile of clean clothing the student will sort all articles of clothing into like items (pants, socks, shirts, etc.), and fold smaller items on request. (Striefel and Cadez. 1983. p.221, #11).
	5. When presented with clean sorted clothes the student will fold, hang up, and put away in drawers.
	6. The student can identify and report clothes that need to be mended.
	7. Buckles own belt.
	8. Student dresses self with minimal assistance.
	9. When clothing for the day is laid out, upon waking the student will begin to dress self without prompting.

Criteria: 80% accuracy for 5 consecutive days.

Compiled by: Patty Killoran, Ellyn White.

References:

Striefel, et al., IMCS, 1980, pp.173-178.

Striefel, Sebastian and Cadez, Mary. 1983. Program Assessment and Planning Guide. Charles Thomas, Springfield, Ill. 260p.

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 15

Curriculum area: Health and hygiene

Annual goal: 1. Takes care of toileting needs with supervision.

2. Knows and follows safety rules with supervision.

3. Takes care of bathing and grooming needs with supervision.

date/code

Short-term instructional objectives

- 1 The student will take care of toileting needs with supervision (someone to provide verbal instructions and reminders).
 - a. When a client needs to go to the bathroom, s/he will let the care-giver know by gesture, action, or vocalization.
 - b. When the client needs to go to the bathroom, s/he will stand at the toilet, and pull her/his pants down before going and up when finished.
 - c. When the client needs to go to the bathroom, s/he will sit on the toilet or stand next to it.
 - d. When the client finishes using the toilet, s/he will use toilet tissue when needed, and flush the toilet.
 - e. Client will wash and dry hands after using the toilet.
 - f. Before leaving the bathroom, the client will check clothing to see it is properly fastened.
 - g. When confronted with a locked door, no toilet tissue, no soap, or a similar problem, the client will seek help.
2. The student will know and follows safety rules with supervision.
 - a. Client will avoid hazards, stoves, knives, snakes, spiders, stray pets, outlets, strangers, open water, fire, hot steam, etc.
 - b. Client knows the difference between edibles and nonedibles.
 - c. Client recognizes poison sign.
 - d. Client knows rules in case of fire.
 - e. Client knows hot/cold faucets.
 - f. Client will report injury or illness, either her/his own or that of others.
 - g. Client will cross street with a caregiver, obeying traffic signals.
 - h. Client will come inside during a storm.
 - i. Client will know what to do if lost.
 - j. Client will stay in yard or assigned areas.
 - k. Client will take medicine only with help from caregiver.

- l. Client will keep personal belongings picked up.
 - m. Client will avoid use of electrical equipment around water.
3. The student will take care of bathing and grooming needs with supervision.
- a. The client wipes and blows nose and disposes of used tissue in wastepaper basket.
 - b. The client collects toothbrush, toothpaste, cup, and water basin, and brushes teeth.
 - c. The client will adjust water temperature.
 - d. When told to take a bath, the client will collect items needed, adjust water, bathe all body parts, dry all body parts, while receiving instructions and encouragement.
 - e. When told to wash hands/face the client will do so with soap and warm water and dry afterwards.
 - f. When given a comb and brush, the client will comb/brush hair with help in removing tangles.
 - g. When given a wash basin, shampoo, and towel, the client will shampoo hair with help in lathering, rinsing, and drying.
 - h. When given clippers, the client will trim toe and fingernails with help.
 - i. After bathing the client will apply deodorant to underarms.
 - j. If a client expresses the desire and is presented with an electric razor, s/he will shave face, underarms, legs with supervision.
 - k. When the female client is on her period, she will change her pad correctly, following caregiver's instructions, and disposing of pad properly.

Criteria:

References: Striefel, et al., 1980, pp., 157-164, 225-243.

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 16

=====

Curriculum area: HOME CARE

Annual goal: The student will assist in the care of his/her household.

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date/code

Short-term instructional objectives

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1. Dust household surfaces with a dust rag when prompted.
2. Clean windows and glass surfaces with a rag and spray cleaner when prompted.
3. Clean counter surfaces with soapy rags when prompted.
4. Clean plumbing fixtures with cleanser and a wet rag when prompted.
5. Assist in making his/her bed.
6. Identify and pick up clutter in a room.
7. Identify items around his/her home that need repair and bring it to the attention of a responsible adult.
8. Vacuums open area of rug with minimal assistance.

Criteria: 80% success for 5 consecutive days.

Compiled by: Dave Blaylock, Ellyn White.

References:

INDIVIDUAL EDUCATION PLAN CLASSROOM GOAL DETAILING SHEET

Student:

Date:

=====

CODE: 0 = to be completed

/ = being worked on

X = completed

curriculum module: 4D-

goal number: 17

=====

Curriculum area: leisure recreation

Annual goal: The student will demonstrate the ability to utilize free time within his/her home living environment, employment and educational settings.

=====

date/code

Short-term instructional objectives

=====

1. The student will entertain self alone with resources at hand.
2. Will indicate a desire to play in certain activities.
3. Shows pleasure or displeasure with play objects and activities by responding yes or no when asked to participate in an activity.
4. Enjoys participation with family members and peers in leisure activities.
5. Develops preferences in family, school and neighborhood leisure activities that are appropriate to age and sex.
6. Makes visits outside immediate neighborhood to explore leisure activities.
7. Models appropriate behavior in new situations (i.e. dance, group trips.)
8. Makes appropriate modifications in environment for specific activity (i.e. darkens room for movie, clears space for dance).
9. Child avoids dangerous environments.
10. Takes short trips to new environments alone or with some assistance.

References: Ohio Department of Mental Health and Mental Retardation
Curriculum Guide for Moderately Mentally Retarded Learners 1977
 McClennen Sandra E. Hoekstra Ronald R. Bryan James El Social
Skills For Severely Retarded Adults 1980 Research Press 2612
 North Mattis Avenue Champaign, Illinois 61820
 Criteria:

THE CAREER EDUCATION CURRICULUM
GUIDE FOR MILD, MODERATE,
SEVERE AND PROFOUNDLY
HANDICAPPED STUDENTS

Developed in Weber School District
1984 - 1987

For more information contact:

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Career Education Curriculum Guide for Mild, Moderate,
Severe, and Profoundly Handicapped Students
Developed in the Weber School District
Ogden, Utah 1984-1987
By: Dave Blaylock and Ellyn White

This project evolved from a Master's Degree Project (1981) by Dave Blaylock. In 1984 Weber School District picked it up to be continued and refined from the original project. Several other teachers in Weber School District and other school districts have participated in the project. Other participants are welcome to join the project as field study participants and co-authors. For more information, contact Ellyn White or Dave Blaylock at Canyon View School, 1100 Orchard Ave., Ogden, Utah 84404 (801) 621-1123.

Description

This program provides a way to write appropriate IEP'S/short term objectives for mentally handicapped students. It uses the Apple Writer II (ProDOS) word processor on the Apple II series computers; however, you do not need to be a computer whiz to run the program. If you are not comfortable with computers you may use a hard copy instead.

The Curriculum is built on outcome based objectives for students from 5 to 22 years of age who have mild to profound mental handicaps and learning disabilities. Teachers can write several individualized IEP annual goals and short-term instructional objectives for this population in a matter of minutes with the computer program. The hard copy can also be copied or used as a guide for hand writing IEP's.

Need

Many curricula have been developed that address specific age groups and levels of handicapping conditions, however few provide a continuous tracking system and coordination of educational objectives from one placement to another that will lead to a vocational and domestic life goal. This program was not designed to replace curricula that is being used in special education classrooms. However, it was designed to provide a coordination of outcome based curricula that is being used.

This program was designed around the idea that curriculum should be based on exit objectives: Secondary programs should prepare students for post-school vocational and domestic goals and elementary programs should provide the prerequisites for secondary goals. It is the authors intent that objectives for a 5 year old will eventually lead to a vocational life goals.

This curriculum provides a consistent means of providing services across a school district and increases communication between teachers and programs when transfers or promotions occur within the school or school district.

Some of the pluses of this program are: the computer program is written on a standard word processor. It takes about an hour to learn how to use the computer program and users are finding that it takes about 5 to 10 minutes to write 4 or 5 individualized IEP's Goal and objective sheets. Goals are listed with specific criteria. The program also allows all objectives to be temporarily or permanently changed. This is in contrast to hard bound curriculum materials that many times are out-of-date when they reach the classroom.

Assessment/tracking

At this time there is no specific assessment tool used in conjunction with the curriculum guide, however a long-term tracking tool is built in (fig. 9). The curriculum guide has been correlated with the Brigance Inventories for the elementary students, and

the McCarron-Dial System for the secondary students which have their own assessment. Educators using the curriculum may use whatever assessment tool they choose.

How the Curriculum Works

There are 17 goal areas encompassing the areas listed in Fig.8. The curriculum is written backwards from the Exit Objectives. (See Fig. 1). There are four levels of handicapping conditions as well as four age level divisions. Each Goal Detailing Sheet is developmentally sequenced with entrance objectives for one module the same as exit objectives for the next higher level at the preceding age level. Revisions are being made at this time to clarify the developmental sequences. This curriculum is also cross referenced between levels of handicapping conditions and ages to allow for individuality within students. Often it is found that a student has strengths and weaknesses that place him/her in more than one level of the curriculum. The curriculum also allows for teacher individuality by using a standard paper track but allowing the teacher to use his or her choice of methods to teach specific skills. The references for each goal area are listed on the same page as the objectives. A list of the major curriculum references are listed below.

The Computer Program

The computer program has been written in Word Processing Language (WPL) using Apple Writer II (ProDOS) on the Apple II series of computers. Apple Writer is a word processor that can be used like any other word processor in a manual mode where the operator has to memorize keyboard commands and hit all the right keys; however, it has the advantage of being able to operate in an automatic mode where menus drive the program and keyboard macros are used to simulate more complex word processing functions. Keyboard macros simulate the commonly known Apple Works commands. Most people can use this program by just following screen directions. You don't have to be able to use Apple Writer to use this program.

The computer is "booted" much like Apple Works in that it has a startup disk and a program disk that resides in drive #1 (see figs. 2-4). Data disks which contain goal and objective sheets reside in drive #2. After startup is complete, the user is asked to select a disk to put in drive #2 (see fig.7). A set of 4 double sided floppy disks are used. Next fig. 5 will appear. After a selection is made fig. 6 will appear and ask for a subject area selection. And after a selection is made the a completed Goal Detailing Sheet will appear (fig. 9).

The program will work like a word processor at this time. Objectives can be deleted, added or modified. Apple Works keyboard commands can be used.

List of Major Curriculum References

- Brigance, Albert. 1978. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Inc., Woburn, Mass.
- Brigance, Albert. 1977. Inventory of Basic Skills. Curriculum Associates, Inc., Woburn, Mass.
- Brolin, Donn E. (ed.). 1978-86. Life Centered Career Education: A Competency Based Approach. The Council of Exceptional Children, Reston, Virginia.
- Fredericks, H. D., et. al. 1980. The teaching Research Curriculum for Moderately and Severely Handicapped. Charles C. Thomas, Springfield, Ill. 2 vols.
- McCarron Lawrence T., et. al. 1973-86. McCarron-Dial System. Common Market Press, P.O. Box 45626, Dallas, Tx. An evaluation system, related curriculum material, and computer software.
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(fig. 1)
CURRICULUM MODULES

LEVEL OF MENTAL HANDICAP	STUDENT AGE —————>				EMPLOYMENT EXIT OBJECTIVE
	5-8 years	8-11 years	11-15 years	15-22 years	
MILD LEVEL A	1A	2A	3A	4A	Nonsheltered Employment
MODERATE LEVEL B	1B	2B	3B	4B	Transitional Sheltered
SEVERE LEVEL C	1C	2C	3C	4C	Sheltered Employment
PROFOUND LEVEL D	1D	2D	3D	4D	Work Activity or Day Care

(fig. 3)
Printer Line feed selection MENU:

- 1 Image Writer and Epson (no internal line feed)
 - 2 Apple DMP (Older Apple with internal line feed)
- Select 1 or 2 (default #1) and press [RETURN] ...

(fig. 2)
Startup Screen

```

*****
* CAREER EDUCATION CURRICULUM GUIDE *
* for Mild, Moderate, Severe, and *
* Profoundly Mentally Handicapped *
* Persons Version 1.3 *
* *
* MPL Program by: David Blaylock *
* Copyright 1987 *
* Weber School District *
* Ogden, Utah *
* *
*****>>> STARTUP <<<*****

```

[OPEN APPLE] "?" will give you help when
text is displayed on the screen...

Put PROGRAM disk in drive #1 and press [RETURN]

(fig 4)
Output options MENU:

- 1 Edit/print individual student goals
- 2 Print sections of the curriculum guide,
instructions, or description
- 3 Go back to printer setup

Select 1, 2 or 3 (default #1) and press [RETURN]...

(fig. 5)

Career Education Curriculum Guide for:
Mild, Moderate, Severe, and Profoundly
Mentally Handicapped Persons

by: Dave Blaylock, Patricia Killoran,
Faith Fecteau, Edward Scherer,
Steve Shipley, Orvil Stokes
and Ellyn White

copyright 1985

Weber County School District

>>> Disk 4 Side 1 ages 15 to 22 <<<

Student: Date:

- (1) Curriculum module 4A
- (2) Curriculum module 4B
- (3) Write your own Goal and Objective Sheet
- (4) Change Student and Date
- (5) Change or turn over disk
(PUT NEW DISK IN DRIVE #2 FIRST)
- (6) HELP

Select a number, then press [RETURN]...

(fig. 6)

MODULE 4B

Print-edit options:

- (1) time
- (2) money
- (3) measurement
- (4) writing
- (5) reading
- (6) expressive language
- (7) receptive language
- (8) job technical
- (9) job related
- (10) sensory motor
- (11) orientation mobility
- (12) socialization
- (13) food related
- (14) clothing related
- (15) health and hygiene
- (16) home care
- (17) leisure recreation
- (18) return to the MENU

Select a number and press [RETURN]:

(fig. 7)

CURRICULUM MODULES

DISK ARRANGEMENT

GRADES K-2 —> GRADES 3-6 —> JR. HIGH —> SR. HIGH —>

I D S 1A	I D S 2A	I D S 3A	I D S 4A
I I I	I I I	I I I	I I I
I S D	I S D	I S D	I S D
I K E 1B	I K E 2B	I K E 3B	I K E 4B
I 1 1	I 2 1	I 3 1	I 4 1

I D S 1C	I D S 2C	I D S 3C	I D S 4C
I I I	I I I	I I I	I I I
I S D	I S D	I S D	I S D
I K E 1D	I K E 2D	I K E 3D	I K E 4D
I 1 2	I 2 2	I 3 2	I 4 2

(fig. 8)

SUBJECT AREAS CONTAINED IN EACH CURRICULUM MODULE

- | | |
|------------------------|--------------------------|
| 1. TIME | 10. SENSORY MOTOR |
| 2. MONEY | 11. ORIENTATION MOBILITY |
| 3. MEASUREMENT | 12. SOCIALIZATION |
| 4. WRITING | 13. FOOD RELATED |
| 5. READING | 14. CLOTHING RELATED |
| 6. EXPRESSIVE LANGUAGE | 15. HEALTH AND HYGIENE |
| 7. RECEPTIVE LANGUAGE | 16. HOME CARE |
| 8. JOB RELATED | 17. LEISURE RECREATION |
| 9. JOB TECHNICAL | |

(fig. 5)

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>>> Disk 4 Side 1 ages 15 to 22 <<<

Student: Date:

- (1) Curriculum module 4A
- (2) Curriculum module 4B
- (3) Write your own Goal and Objective Sheet
- (4) Change Student and Date
- (5) Change or turn over disk
(PUT NEW DISK IN DRIVE #2 FIRST)
- (6) HELP

Select a number, then press [RETURN]...

(fig. 6)

MODULE 4B

Print-edit options:

- (1)time
- (2)money
- (3)measurement
- (4)writing
- (5)reading
- (6)expressive language
- (7)receptive language
- (8)job technical
- (9)job related
- (10)sensory motor
- (11)orientation:mobility
- (12)socialization
- (13)food related
- (14)clothing related
- (15)health and hygiene
- (16)home care
- (17)leisure recreation
- (18)return to the MENU

Select a number and press [RETURN]:

(fig. 7)

CURRICULUM MODULES

DISK ARRANGEMENT

GRADES K-2 —> GRADES 3-6 —> JR. HIGH —> SR. HIGH —>

I D S 1A	I D S 2A	I D S 3A	I D S 4A
I I I	I I I	I I I	I I I
I S D	I S D	I S D	I S D
I K E 1B	I K E 2B	I K E 3B	I K E 4B
I 1 1	I 2 1	I 3 1	I 4 1

I D S 1C	I D S 2C	I D S 3C	I D S 4C
I I I	I I I	I I I	I I I
I S D	I S D	I S D	I S D
I K E 1D	I K E 2D	I K E 3D	I K E 4D
I 1 2	I 2 2	I 3 2	I 4 2

(fig. 8)

SUBJECT AREAS CONTAINED IN EACH CURRICULUM MODULE

- | | |
|------------------------|--------------------------|
| 1. TIME | 10. SENSORY MOTOR |
| 2. MONEY | 11. ORIENTATION MOBILITY |
| 3. MEASUREMENT | 12. SOCIALIZATION |
| 4. WRITING | 13. FOOD RELATED |
| 5. READING | 14. CLOTHING RELATED |
| 6. EXPRESSIVE LANGUAGE | 15. HEALTH AND HYGIENE |
| 7. RECEPTIVE LANGUAGE | 16. HOME CARE |
| 8. JOB RELATED | 17. LEISURE RECREATION |
| 9. JOB TECHNICAL | |

INDIVIDUAL EDUCATION PLAN
CLASSROOM GOAL DETAILING SHEET

Student: John Student
Date: February 14, 1987

=====

CODE: 0 = to be completed	curriculum module: 48
/ = being worked on	goal number: 3
X = completed	

=====

Curriculum area: Measurement
Annual goal: Make basic liquid, weight, and linear measurements
(McCarron et al, 1982, p.252-69)

=====

date/code	Short-term instructional objectives
-----------	-------------------------------------

=====

The student will:

- ☒ 1. Make full cup measurements with 1 cup, 1/2 cup, 1/4 cup, 3/4 cup, 1/3 cup, and 2/3 cup.
- ☒ 2. Make measurements with graduated measuring cup.
- ☒ 3. Make full measurements with measuring spoons.
- ☒ 4. Make measurements to foot, inch, and 1/2 inch marks on various rulers and tapes (McCarron et al, 1982, p.85)
- ☒ 5. Make yard measurements with yard stick.
- ☒ 6. Make measurements to nearest millimeter.
- ☒ 7. Read temperatures on a standard household thermometer.
- ☒ 8. Use a household thermometer to select appropriate outer clothing for a days activities.
- ☒ 9. Use a scale to measure pounds for cooking.
- 2/14/87 ☒ 10. Apply the above measuring skills to cooking situations.
- ☒ 11. Apply the above measuring skills to his/her school related job.
- ☒ 12. Use a bathroom scale to measure personal weight.

Criteria: 100% accuracy for 3 consecutive days with at least 5 trials per day.

Compiled by: David Blaylock, Faith Fecteau

References:

McCarron, Lawrence, et al. 1982. Curriculum Guides for SSSQ.
McCarron-Dial Systems, Dallas, Texas. 296 p.